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ABSTRACT

The 1971 Indian Education Training Institute outlined in this document focused on development of knowledges and attitudes necessary for those involved in educating American Indians. As noted, full participation by Indian people was sought in all phases of the institute, and Indian views were primary throughout the advisory committee meetings and the pre-conference planning session. Of the 50 conference participants, 76% were Indians representing colleges, tribes, and urban Indian groups in the Northwest; chosen to obtain views from the widest possible cross-section of Indian people, the participants ranged from college students to those holding doctoral degrees. In this report on the institute, basic information on the program (including guidelines, evaluation, and the role of the Pacific Northwest Indian Center) is given. The 18 appendices include lists of program participants, committee members, trustees, and financial directors, and examples of correspondence with various individuals and institutions. A related document, RC 005 884, contains a verbatim record of proceedings. (PS)

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Indian Education Training Institute

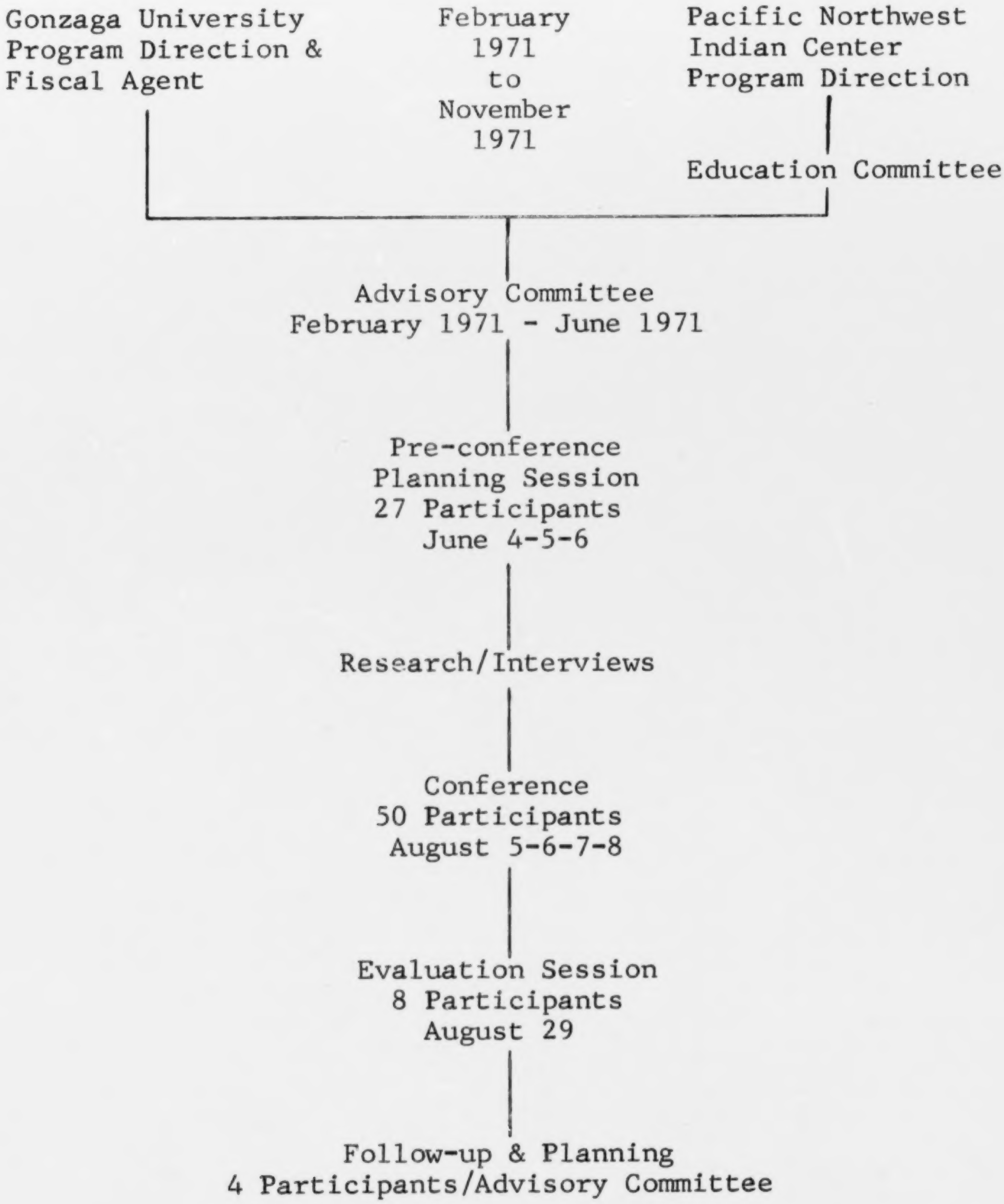
GONZAGA UNIVERSITY

1971

RC 005883

INDIAN EDUCATION TRAINING INSTITUTE
COOPERATIVE GRANT

PROGRAM #713593
87 NIH 883502



Gonzaga University
Program Direction &
Fiscal Agent

February
1971
to
November
1971

Pacific Northwest
Indian Center
Program Direction

Education Committee

Advisory Committee
February 1971 - June 1971

Pre-conference
Planning Session
27 Participants
June 4-5-6

Research/Interviews

Conference
50 Participants
August 5-6-7-8

Evaluation Session
8 Participants
August 29

Follow-up & Planning
4 Participants/Advisory Committee

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DIRECTOR'S EVALUATION REPORT
INDIAN EDUCATION TRAINING INSTITUTE
PACIFIC NORTHWEST INDIAN CENTER - GONZAGA UNIVERSITY

I. Basic Information

A. Name and Address of Institution:
Gonzaga University East 502 Boone Ave. Spokane, Wa. 99202
Pacific Northwest Indian Center South 11 Post
Spokane, Wa. 99204

B. Name of Institute:
Indian Education Training Institute Grant - 87 NIH 883502 Program #-713593

C. Director's name:
Betty Drumheller 1315 West 20th Spokane, Wa. 99203 509-838-3202

D. Duration of Program:
February 1971 - November 1971

II. Program Focus

A. The specific objectives of the program were to:

1. Bring Indian and non-Indian educators together with Indian students, parents and tribal leaders; (see list of participants - appendix 1)
2. To assess Indian student and teaching needs; (see transcript - appendix 2)
3. To communicate the successes and failures of Indian education programs in the Northwest; (see Hoyt report, Melchert report and SiJohn report - appendix 3 - transcript - appendix 2)
4. To assess directions which could be taken to improve Indian education; (See committee lists-appendix 4)

5. To determine methods whereby institutions inaugurate new courses of study; (see letters from universities - appendix 5)

6. To locate institutions with a strong commitment to Indian education; (see transcript - appendix 2)

7. To determine how PNIC archival materials could serve Indian people and institutions, thereby giving direction to PNIC on its own educational development goals; (see University of Washington library letter - appendix 6)

8. To create a coordinated thrust throughout the northwest for the improvement of Indian education; and (see newspaper clippings - appendix 7)

9. To establish a method through which such a thrust could achieve success.

In this program, almost all of the emphasis was on development of knowledges and attitudes, and almost none was on development of methods and skills.

III. Program Operation

A. Participants

Participant selection was based on obtaining the best possible representation of all parts of the regional Indian community.

Test scores, specific ages, degrees and academic attainments were considered only as a part of this larger criteria.

Recommendations, current positions - such as education committee of tribe, program director, student, and interviews were the basis of selection.

There was strong recommendation from the pre-conference to include more local tribal people and urban Indians at the main session. This was done through personal interviews at the American Indian Center and visits to the following 12 tribes: Coeur d'Alene, Lummi, Yakima, Quinault, Flathead, Makah, Swinomish, Colville, Nez Perce, Kalispell, Spokane, Blackfeet.

This method accomplished three important objectives: It re-established contact at the American Indian Center by PNIC representatives; it informed tribes that a major educational effort was being made; and it allowed these things to come about in an informal way. This informality, in my opinion, was of crucial importance.

Although the tribal contacts we made were Indian to Indian, the urban contacts were non-Indian to Indian; and this was a weakness. I would modify this method by making all initial contacts Indian to Indian.

There were 27 paid participants at the June pre-conference; 20 were Indian or 74%. There were 50 paid participants at the August conference - 38 were Indian or 76%.

They represented colleges and universities in Washington, Oregon, Idaho and Montana; regional tribes; and local urban Indian groups. All were currently involved in education in some way or another. Many were seeking higher degrees. Some were tribal education representatives. (see participant evaluation forms - appendix 8 - participant registration forms - appendix 9)

A principal aim of the program was to obtain the views of the widest possible cross section of Indian people on education for themselves and their children, and this concern was the common factor among the participants, regardless of their educational backgrounds or other experiences. This diversity admitted new and sometimes neglected perspectives, and contributed mightily to the success of the program.

B. Staff

10 months	100%	Betty Drumheller	Project Coordinator
6½ months	100%	Ruth Romine	Secretary
3 months	50%		
7 months	100%	Paulette Morigeau	Secretary

B. Staff (cont.)

4 months	100%	Neal Parsell	Administrative Assistant
6½ months	50%	Dennis O'Neil Jones	PNIC Executive Director
6½ months	100%	Fr. Wilfred Schoenberg	President & Acting Director PNIC Archivist at Gonzaga University
5 months		Saul Blackman	Consultant
2 months	100%	Henry J. SiJohn	Research Development
1 month	100%	Blane Hoyt	Research Development
1 month	100%	Madge Raya	Research Development
		Dr.Paul Melchert	Research Development
		Dr.Roger Harman	Research Development
		Dave McGuigan	Research Development

On April 9, it appeared that Bud Langan, an Indian and a recent Eastern Washington State College graduate, would be director of the program, but on April 18, Mr. Langan reported he could not accept the job. With the task ahead it was agreed that Mrs. Drumheller continue to serve as acting director for the program.

Cooperative Arrangements

Gonzaga University

This was a cooperative grant between Gonzaga University, the grant recipient, and PNIC.

In every respect Gonzaga University was willing to meet with staff and offer assistance whenever called upon.

Among those most helpful were Richard Twohy, S.J., President; Anthony P. Via, S.J., Academic Vice President; and above all Mr. Larry Miller, Treasurer and fiscal officer for the program. Mrs. Hutton at the dormatories, Mr. Bower of Saga food service, Joan Codd and Tony Harris in student services all united to make participants at both sessions comfortable. This hospitality contributed to the success of the Institute.

Pacific Northwest Indian Center

a. The PNIC is governed by two boards.

The Board of Trustees - 22 members, 8 Indian - meets in full once a year. (see list attached - appendix 10) It has an executive board which meets when necessary and called together by the president. Serving on the executive board are Father Schoenberg, Hazel Beaulieu, John Bowker, and Dave Wynecoop. (3 non-Indian and 1 Indian)

The Board of Financial Directors - 8 members, 1 Indian - (see attached list, appendix 11) meets once a month and is charged with the financial operation of PNIC.

The project director, Betty Drumheller, was appointed by the Board of Trustees as education chairman, serving on the Board of Financial Directors and employed by Gonzaga University as project coordinator.

b. Board of Trustees inter-action with this program:

1. Appointed the education committee July, 1970.
2. Co-sponsored the grant proposal July, 1970.
3. Trustee members attended advisory meetings when time permitted.
4. Invited director to make a full report at annual meeting March, 1971.
5. Adopted formal motion of support of project at annual meeting. (letter attached - appendix 12)

6. Invited director to executive meeting following pre-conference to make report.

7. Approximately 6 trustees attended the August conference.

8. Two trustees attended the evaluation session.

c. Board of Financial Directors inter-action with this program:

1. President (of BFD) attended some of the advisory committee meetings.

2. Director as member of BFD kept board informed on project.

3. Scheduled special meeting to report on June pre-conference.

4. Cooperated with staff in general throughout project in downtown office.

5. Adopted by-laws for BFD on June 15, 1971, including section dealing with funds, earnings or salaries of PNIC accruing to board members.

6. Found director in conflict with above provision. Asked for director's resignation on August 14, 1971 - Director complied.

C. Activities

The group initially responsible for the implementation of the program was the advisory committee. This group was formed in January. The nucleus was the original education committee appointed by the Board of Trustees of the PNIC in July 1970. These meetings continued through May. (see minutes and letter attached - appendix 13)

In addition, faculty members, Indian students, PNIC board members, local school district representatives and others interested in Indian education were contacted. (see lists and numbers of meetings attended by each - appendix 14)

The first order of business was to adopt guidelines for the operation of the advisory committee. (see "Procedure for the Operation of the Advisory Committee" appendix 15)

Mr. Blackman's services were invaluable in the transition from Advisory Committee discussion to pre-conference action. Without the pre-conference (20 Indian people - 7 non-Indian), directions for the August session could have foundered.

Directions were set and the people chosen by pre-conference participants for the research to be done prior to the August session. The participants set the policy. (see overview - appendix 16)

The pre-conference concept was, in fact, a departure from the original proposal and was incorporated into the approved final plan of operation and budget. (see copy and letter attached - appendix 17)

This was the first major attempt to allow full Indian participation in a PNIC activity.

Throughout the entire institute there was an undercurrent of doubt among Indian people whether they should support PNIC or any of its programs. Relations between PNIC and Indian groups have been uneven over the past several years.

These doubts surfaced in the form of a resolution at the August conference calling for a commitment to Indian involvement in PNIC activities.

The spirit in which the resolution was offered and passed was one of cooperation with non-Indians at PNIC to make a combined effort to improve Indian education in the Northwest.

In a geographical area not really touched by the wave of future shock, some interpreted the passage of this resolution as an attempt of militants to overthrow PNIC. I believe the transcript shows otherwise.

In view of the educational need and the feelings of the Indian people, the following set of administrative guidelines was followed throughout:

1. Full participation by Indian people in all phases of the institute.
2. Support for the Indian people setting the goals for the institute and their educational opportunities.
3. Realization that if the above goals were not met, the terms of the original proposal would not be met.
4. That the PNIC could best be served if Indian people articulated their educational needs.
5. That institutions could best be served by PNIC if the Indian people articulated their educational needs.
6. That the whole concept of self-determination and involvement of Indians in policies for programs affecting them is here, NOW.
7. That the whole institute must move forward to some workable plan for Indian education whether or not PNIC is acceptable to Indians as the base of operation. (see appendix 4)

The technique for Indian involvement was a constant, from the time the advisory committee was formed, throughout the conference and evaluation session. The emphasis was placed on education as seen by the Indian people.

From drafting of the guidelines for operation to moderating the sessions, Indian views were primary. Non-Indian views were secondary.

Beginning and ending dates of the program were as effective as they could be - there would always be conflicts with Indian celebration days or regional and national meetings for some participants.

Pre-conference participants selected both subject matter to be discussed and the people to do the research for the August session.

Those selected to do the research developed their own techniques, set their own appointments and called on staff to aid in reproduction of materials. Better scheduling allowing more time between the June and August sessions would have been helpful, although there may have been conflicts for participants as large regional Indian meetings begin in September and October.

The number and make-up of research teams was adequate to accomplish institute goals.

The August conference was divided into five sessions. Three were moderated by Indian people, two by the director.

During July and August in Spokane this year temperatures averaged near 95°. None of the institute facilities, including the meeting rooms, were air conditioned. The discomfort did not hamper the participation to any great degree.

D. Post-conference Evaluation

This session was held Sunday, August 29. Participants were:

Lorraine Misiaszek, MA
Former Supt. of Indian Education, State of Washington

Dan Iyall, MA
Teacher, Spokane Public Schools

Henry SiJohn, MA
Project consultant, Teacher

Lucy Covington
Secretary, Colville Tribal Council

Cecelia Abrahamson
Member, Coeur d'Alene Tribal Council

Blane Hoyt
Student, Gonzaga University

Tom Connolly, S.J.
Member, PNIC Board of Trustees

Mel Tonasket
    Chairman, Colville Tribal Council

Plus Staff: Betty Drumheller, Paulette Morigeau and
            Neal Parsell

The two aims of the session were to accurately measure the usefulness of the conference from the view point of the Indian people, and to furnish future directions which are both achievable and of value to the Indian people themselves.

The first task of the group was to gain an overview of the information contained in the participant evaluation forms.

It was apparent that each evaluation form was characteristic of the person who wrote it. A wide range of experiences and backgrounds was represented, and this was reflected by a similar diversity in the evaluations.

The evaluations were found to rather accurately represent Indian and non-Indian value systems. A major concern of the Indians present was an attempt to formulate a set of "Indian Values" acceptable to all Indian people. Thus, many of the Indian participants listed communication and exchange of ideas as the major strengths of the conference. On the other hand, some of the non-Indian participants gave the conference a bad rating for the exact same things the Indian saw as strengths.

As a result of experience with the pre-conference, this difficulty was predictable. The decision for maximum Indian participation and for the use of Indian moderators were seen as strengths by the evaluators. Although at times the conference had the appearance of undirectedness, and several of the participants said so, there seemed to be no way a highly structured, closed end conference would have been accepted by most of the Indian participants.

Apart from these considerations, some of the participants had attended more conferences and meetings of this sort than others, which resulted in rather different sets of expectations. Indian people were present who had done well in the American educational system and had learned to live within it; Indian people were present who had little formal education but years of experience in tribal administration; Indian students were present who had but recently departed from reservation and home. Perhaps the extremes of participation can be illustrated best by saying the Indian participants ran all the way from an Indian PhD. to a young Indian student who had been part of the "Alcatraz Occupation". Obviously, such a group can be expected to have disparate perceptions of the value of any conference.

So, although perhaps for very different reasons, most of the participants rated the conference above average both overall and in relation to its usefulness to them personally and professionally. The information below tabulated from 42 complete evaluations and 4 uncompleted evaluations, gives the overall picture.

Overall Rating of Conference and Educational Level of Evaluators

	Outs.(5)	Very Good(21)	Good(6)	Adequate(9)	Poor(3)
(4) PhD.		2	1		1
(11) MA/MS	1	6	2	2	
(7) BA/BS	2	3		3	
(20) Below BS/BA	2	10	3	4	2

(Last category includes 8 students)

Rated Usefulness and Educational Level of Evaluators

	Very Useful(15)	Fairly(22)	Not at all(0)	Don't Know(7)
PhD.		3		1
MA/MS	4	7		
BA/BS	2	4		1
Below BA/BS	9	8		5

Negative comments were found to be largely directed at seating arrangements, undirected discussion and lack of workshop/small group sessions. The criticism of the seating arrangements is probably valid, and the undirected discussion has already been mentioned. If the conference had been any longer than it was, small group sessions would doubtless have been necessary. As it was, the discussion simply wasn't focused enough before the last day.

There were many positive comments on the amount of communication and exchange of ideas. In the eyes of the participants, this was definitely the major strength of the conference.

The group's evaluation of the quality and effectiveness of the program was generally in accord with evaluations of other participants as expressed on the evaluation forms.

It was generally agreed that knowledge had been gained by participants through improved communication and exchange of ideas. Arrangement for a full transcript of the conference proceedings was seen as a major strength. Although some of the subjects discussed were familiar to most of the participants, it was felt that this was the first time such discussions had been recorded and available for reading and study. This was seen as especially valuable in that most of the major concerns of the Indian people were expressed and discussed.

The evaluators at the group session felt quite strongly that what at the time appeared as undirectedness in the discussion was in fact an excellent format for the Indian people to express what they wanted in their own way, and that this made an impact. Since one aim of the conference was for significant Indian participation it was felt that this goal was achieved.

In short, then, the evaluators found the conference strong in Indian participation and exchange of viewpoints, and agreed that the flexible format helped facilitate this.

Weaknesses seen were confusions only partially cleared up in the minds of some participants over the respective roles of Gonzaga University and the Pacific Northwest Indian Center; and a blurring of distinctions between elementary and higher education. It was also noted that more officials from area institutions of higher education should have attended. However, if they had it might have impared the free exchange of ideas.

Overall, the opinion of the group was highly favorable and it was strongly suggested that the program be followed up.

The discussion turned to possible avenues of action in the future. It was felt a major effort should be made to persuade the Pacific Northwest Indian Center to adopt the resolution presented by the Indian participants. The prevailing opinion of the group was that if PNIC was willing to cooperate and reach an accommodation with the Indian people, future action through PNIC would be desirable.

Should cooperation with PNIC prove impossible, it was suggested that one approach might be formation of an "intertribal service corporation" to accomplish the goals set.

Another route suggested was the writing of another grant application in conjunction with a university or college in the area, and a meeting date was set to discuss this possibility.

E. Relationship with OE

There were no problems encountered in administering the project under part E guidelines and regulations. The program officer was available and offered assistance throughout the institute.

Two major departures from ordinary procedure became necessary, which were speedily approved by OE:

1. Because members of Indian education committees of tribes and local Indian people were to be included, and recommendations were approved by the program officer as the selection process. Each prospective participant received a copy of the narrative or the pre-conference "overview" as well as participant lists and informational materials.

2. Immediate response came from the program officer in August when the project directors resignation fromthe Board of Financial Directors of the PNIC was requested. Since PNIC files, art and artifacts are housed in the downtown office and attitudes regarding the outcome of the institute were in a state of flux, the project director felt it best to operate at the grantee's institution or her own residence. Participant travel reimbursements, the evaluation sessions and all reporting were yet to be completed. The director removed only files pertaining to the project from the office and to her residence after discussion with the fiscal officer.

IV. Conclusions

There are two major areas which need concentrated effort in order to improve Indian education and there is interaction between the two.

A. Reservations and near-reservation elementary and secondary schools:

1. Counseling and guidance must be made available to all students at all levels.

2. The nature of guidance and counseling should be less punitive and geared more to guiding the student through skills needed in the real world.

3. A new level of para-professionals or aides for this task is highly desirable.

4. Equivalance in pay and position is one key; that these people be Indian is another.

5. Curricula should be restructured and teachers trained or retrained in the use of materials and methods acceptable to Indian people.

6. Evaluation and re-evaluation by Indian people to keep this on track is necessary.

7. Elementary and secondary education should prepare Indian students for 1. College; 2. Vocational or Pre-Vocational Training.

8. Election to drop out should not denote failure with proper guidance, develop other channels to serve the individual.

9. Permissiveness is a hinderance to the student in the classroom.

Indian student needs are distinct from white student needs in the areas of language, customs, and culture. These differences must be admitted and educational programs developed to meet the change and challenge of divergence.

If these needs are met at lower levels, then:

B. Indian students and higher education:

1. Watered down degrees or courses are not acceptable.

2. Indian clubs and places (Long House or other meeting areas) where students can come together are important.

3. Whenever possible director of programs must be Indian.

4. Undergraduate Indian students as consultants and staff of Indian programs help to train students as administrators and as a communication link between other students and administrations.

5. Information withheld on a grant either narrative or budget can spell trouble for a program.

6. Clear communication of what a program is designed to do at a college or university must be available to the student.

7. Guidance and counseling must again be available to give students tools to cope with the university and later as a citizen.

8. Students should be involved to any grant writing process. This would serve to acquaint them in grant writing and application regulations - they would feel a part of the decision making process.

9. Home-rule and self determination are in - paternalism just won't work.

10. The institutional welcome mat has to be real.

Future planning for the use of PNIC archival materials was only partially accomplished. Three follow-up activities are in progress at this time.

1. A committee of Indian people is pursuing information and action regarding the adoption of the resolution calling for Indian involvement in PNIC.
2. A committee of Indian people is investigating possibilities for Indian education programs in area institutions of higher education to move forward on the basis of concepts developed during the institute.
3. Interested faculty and administration personnel in area institutions of higher education are viewing their own programs in light of the findings of the institute.

Appendix 1

INDIAN EDUCATION TRAINING INSTITUTE
A COOPERATIVE SPECIAL PROJECT
GONZAGA UNIVERSITY & PACIFIC NORTHWEST INDIAN CENTER
PRE-CONFERENCE JUNE 4-5-6

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Appendix 3

From the Student's Point of View: A Look at "Training Indian Students in Paraprofessional Counseling"

Blane Hoyt

PNIC Indian Education Institute
August 5-8, 1971
Each Participant Received a Copy

Appendix 3

I was enrolled recently in a course entitled, "Training Indian Students in Paraprofessional Counseling" at Eastern Washington State College, Cheney, Washington. The title was only a title and our instructors, Drs. Paul Melchert, Ben Taylor, and Roger Harman, and Mr. Frank Ammann, stressed the fact that the course was not rigid, it was flexible and could be adjusted to the needs and desires the students in the class felt were important and wanted to direct themselves to.

One of the reasons for such a class was the fact that guidance and counseling in general has not been very effective for anyone. When one adds Indian students who have an even more difficult time trying to adjust to a sometimes alien situation such as college, one finds counseling doubly ineffective and useless to the Indian student.

Most students will agree that they do need counseling, if not for personal problems, then for the problems that any school can present, such as scheduling classes, what teachers and courses to choose, or money problems. It is difficult to seek out help or even find it, especially in a large school and strange environment. For new students it is even more frustrating. The logical place to look then is to one's friends or to someone you know.

With an ever-increasing number of new Indian students coming into the schools each year, one of the basic questions behind the institution of the class was whether other Indian students who were already attending school could, in some way, orient, or in many other ways, help serve as untrained, paraprofessional "counselors" for the new students. Each student would take an area of college life in which he was interested, the financial aids area, teacher evaluation, or help in course selection, become acquainted with it himself and put together a project on paper or make himself available so as to help the incoming student. An individual or group of individuals could work on their project with the help of a faculty adviser or whatever help they needed.

The class and projects were not restricted to this, however, and some students wanted to get involved with guidance and counseling as it is now, in the schools, and work on how it could be further developed, especially as it pertains to Indian students.

They would take a close look at guidance and counseling as it exists now, analyze it, and attempt to find ways of improving it. At the same time, they would try to adjust it so as to fit the needs of the Indian student. It would even be possible to take the guidance and counseling techniques and testing methods and adapt them more specifically to Indians. In this way, guidance and counsling could become more effective and valuable.

It was apparent at the pre-conference in June that some felt that because nothing much has been developed in the guidance and counseling field by Indians or for Indians, that we should not attempt to remedy the situation or even consider the topic. I disagreed. I felt, and still do, that that is all the more reason to get something done and quickly.

While we have been denying the seriousness of the situation, we have been denying the chance of an education and losing many of our Indian students, many for whom it was the only chance.

This course was the beginning of a small effort to give those students the chance.

Appendix 3

Committee Report: Counseling and Guidance in Higher Education

Pacific Northwest Indian Center
Federal Indian Education Project

INTRODUCTION

This report is the result of the efforts of a three-member committee, which was appointed at the Pacific Northwest Indian Center pre-conference on Indian Education held in Spokane, Washington on June 4, 5 and 6, 1971.

The task assigned to the committee was to investigate general problems in non-Indian guidance and counseling programs. The spectrum of such an assignment was deemed so broad and complex (in view of the limited time and facilities available to the committee) that the committee redefined its task. Since it was a matter of consensus at the pre-conference that a critical need for Indian counselors exists, the committee directed its attention to higher education to determine what efforts are currently being made to train Indian students to become qualified counselors.

A number of four-year colleges and universities in the northwest were surveyed to determine whether their programs were designed to meet the need of training Indian counselors. The committee found only four institutions which are currently engaged in the systematic training of Indian students to become certified counselors. These institutions are:

University of South Dakota
University of Wyoming
University of Montana
Eastern Washington State College

These efforts, at present, are all in initial stages of development, and are federally funded to support only a minimum number of graduate students. The number of Indian students currently attending college indicates a far greater potential for persons trained in counseling than the opportunities now available for such training.

At a less formal level, Eastern Washington State College, in response to expressed Indian student interest, provided a summer seminar in which basic concepts of counseling and guidance were introduced. These informal weekly seminar sessions were designed to provide information regarding academic advising, financial aids, housing, and general orientation to college. Emphasis was given to guest speakers and general rap sessions so that the undergraduate Indian student could better provide useful information to incoming new Indian students. In the future, greater emphasis will be given to concepts of counseling at the undergraduate level to promote interest in the profession.

Although not directly related to counseling and guidance as a profession, the Indian teacher Education program at University of Washington recognized the unique need for special training of teachers of Indian children. The cultural singularity of the native Americans require special knowledges, affective dispositions, and skills on the part of those planning to work on Indian Reservations or in schools in which the children are predominantly of Indian origin. This kind of program, in combination with a guidance and counseling curriculum would appear to possess the greatest potential for the preparation of Indian counselors.

Our survey of the various higher institutions seems to indicate quite clearly a concern not in training Indian students to become certified counselors but rather to recruit and retain Indian students for college education generally.

SURVEY RESULTS

The committee, having discovered that little or no systematic effort is currently directed toward the training of Indian counselors, attempted to assess the educational services being provided for Indian students in general at four-year institutions. Although all of the schools surveyed were found to be providing educational services to Indian students (many of them in common), each school was unique in the services provided.

The areas of concern most commonly identified include: The recruitment of Indian students; the development of defined and identifiable programs of studies for Native American students; the retention of Indian students in college; the development of special services for Indian students, including counseling, tutoring, academic advising, financial advising, and Indian clubs; the recruiting of Indian faculty; and a need for systematic orientation of the general college faculty to the needs of the Indian students.

Following are the four-year institutions included in the survey: Eastern Montana College, Montana State University, University of Montana, Eastern Washington State College, Washington State University, Central Washington State College, Western Washington State College, University of Washington, University of Idaho, Lewis and Clark College, Idaho State University, Eastern Oregon College.

1. Number of American Indian students enrolled.

   The number of students enrolled varied according to size of school and organizational structure, ex., only 4-8 students were enrolled in the College of Ethnic Studies at Western Washington (with no exact count of the Indian students enrolled at Western not in the College Ethnic Studies), or as at Central Washington only 19 students in the Educational Opportunities Program but over 90 students at the college. Where no special programs exists, for example at Eastern Montana, the enrollment is as high as 200. The average enrollment of Indian students in college covered in this survey amounts to over 100.

2-3. Is there a defined and identifiable program of studies for American Indian students?

   Seven of the twelve institutions indicated that their schools had no defined program of studies for Indian students. The five who responded affirmatively differ in the nature of their programs. The schools surveyed furnished us with the material from their programs.

4. Does the institution have a written policy statement indicating its committment to an Indian Program?

In general, no schools have a written policy statement which indicates its committment to an Indian studies program; however, it appears to be taken for granted that when programs are instituted (such as the hiring of Indian faculty or Indian program directors) it is an expression of a committment.

5. What is the retention rate?

There are no precise retention rate data available. Estimates in response to the questions are based on those programs which actively seek to hold their students. The figure given for all schools is currently 75% retention, including all four years.

6. What special services are available to Indian students?

Indian clubs, college counseling center, tutorial programs, financial aid counseling, academic advising make-up the average response.

7. Is there an identifiable Indian organization or club?

Most of the schools do have a club, but some are more active and effective than others. Those which are effective and functional are under the guidance and direction of an American Indian.

8. Are Indian faculty?

This is one of the greatest needs on all campuses. Most schools have American Indians on their staff, but very few have academic rank. There are active recruiting efforts under way, but few qualify for the many positions available.

9. Are Indian students recruited? By hired recruiters?

Most recruitment is accomplished by the students themselves, some are organized efforts, while others are not. No American Indians are currently hired by the college specifically for fulltime recruitment duties.

10. Is there any systematic orientation of college faculty to Indian needs?

    There were very few systematic attempts to orient the general faculty to Indian student needs. Most attempts are in the form of workshops, while the greatest effort appears to be on an informal individual basis.

11. Are there any plans for such an orientation of faculty?

    No plans for more effective orientation were revealed.

12. How diverse are Indian students in their major and minor selections?

    Most replies indicate that students are pursuing diversified subjects, but there were indications of a real need for more effective vocational counseling.

13. Does the institution provide training in precision teaching for elementary counseling or elementary teaching?

    For the most part, such training is provided in the departments of psychology and/or education; however, there was a noticeable lack of acknowledgement regarding its potential for Indian education.

14. Does the institution provide training in counseling and guidance?

    All institutions offer course work in counseling and guidance, but as previously indicated it is not an area of emphasis for Indian students.

CRITIQUE OF SURVEY DATA

If the ulimate purpose of education is the optimum development of the individual, and if guidance and counseling are services which facilitate that development, then it can be said that guidance and counseling are integral and vital parts of the total task of education.

How well guidance and counseling are fulfilling their roles as facilitators in the development of American Indian students appears to be a matter of one's point of view.

This survey seems to indicate that insofar as college students are concerned, these services have some credibility. Where these services are available drop-outs rates diminish. Attempts are being made to provide opportunities not only for Indian students to remain in college, but also to maximize the benefits of their educational experience. All of the institutions surveyed had increased their awareness of and had developed greater sensitivity to the many unique problems faced by their American Indian students. Problems such as feelings of alienation, loneliness, and lack of motivation for personally meaningful vocational goals, finances, deficiencies in educational skills or subject matter, bi-lingualism, and understanding and appreciating the significance of college student responsibilities and obligations in a non-Indian academic environment are receiving greater attention on the part of responsible college personnel.

In spite of the apparent progress being made, it is equally apparent that the perspective held by many is too narrow and is based on expediency. Responsible Indians, as well as non-Indians, have an obligation to not only view counseling and guidance in their fullest spectrum but to implement them at all levels. Very little attention is being given to promoting counseling and guidance as a profession for Indian students. There is a noticeable lack of communication between college professional counselors and Indian student populations, even in the distribution and dissemination of vocational information. Assessment instruments used in vocational counseling are questionable in their validity related to Indian populations, yet there are no indications of efforts directed to this problem.

Although recruitment of Indian students for college generally is being emphasized, little or no attempt is apparent by departments of education and/or psychology to recruit Indian students to enroll in programs designed to train students to become elementary teachers or counselors. Newest techniques of self-paced or precision teaching and contingency management for elementary school level children are for the most part ignored in spite of wide-spread drop out rates at the late elementary school level, or in spite of the concern over college student educational skill deficiencies. Unless Indian college students are helped to pursue elementary level teaching and counseling curricula where these latest techniques are taught, Indian children will continue to be taught in traditional methods that encourage discouragement and disillusionment with education at an early age.

Also recommended is a revision in sequence of training for teachers and counselors to allow them to gain experience as teacher's aides early in their programs in order that they can become more effective as teachers and counselors. A system which waits until the student has virtually completed an Education degree before he ever works with a child in student teaching is in need of some rearranging. Some schools are taking steps to accomplish this end. For example, at the University of Idaho, a minimum of 16 hours per semester as active participants (not merely observers) in school, institutional or other setting with children is being required of Freshmen and Sophmores who declare majors in Education or Special Education. For this time the students receive but one hour per semester of credit, but they seem willing to put in the time and are receptive to this work which is relevant to their future careers. Also, early experiences of these types are excellent screening devices in identifying those for which teaching or counseling careers don't fit. The placing of both Indian and non-Indian trainees in practicum settings with Indian populations can have valuable implications for later effectiveness of these persons as educators.

In order that the potential of counseling and guidance of Indian students be more fully realized, programs for Indian students on the various campuses must be brought from the periphery and more in line with the main stream of academic activity. Federally funded programs generally do not survive when these funds cease. Indian leaders of the various programs must be given faculty rank in order to possess and maintain their vote in policies and procedures of the college. Efforts are needed to close the gap between college counseling centers and Indian students so that more meaningful personal goals, preferable in those professions which serve the educational needs of their people. Greater appreciation of the Indian problems is needed on the part of the general college faculty and administration. Hopefully, Indian clubs will devote more of their meetings to invitational rap sessions with the faculty and administration. Counseling and guidance has much to offer, but so long as it remains viewed from a narrow perspective, and so long as it's major participants are non-Indians it's potential for Indian education will not be realized.

This committee has not, by any means, attempted to outline an exhaustive list of possible areas which are in need of attention. It has, hoepfully, focused upon a few targets which, if pursued, might enhance the speed of the ever-grinding wheel.

Respectfully submitted: Dr. Paul A. Melchert, Chairman

Dr. Roger Harman, Member

David B. McGuigan, Member

Appendix 3

PACIFIC NORTHWEST INDIAN CENTER
INDIAN EDUCATION TRAINING INSTITUTE
SPOKANE, WASHINGTON
AUGUST 5 - 8, 1971

Special Research - Henry J. SiJohn

This is a synthesis of facts gained through personal interviews and uniform questions presented to twelve tribes and more than one hundred Indian people.

Educators, tribal leaders, government officials and Indian citizens were among those contacted.

I have attempted here to outline needs already known, discover those problems which are more obscure and to make as comprehensive a report as possible.

Special emphasis areas for further research and the development of better communication are suggested.

I encourage you, as conference participants, to make any improvements you think necessary and to elaborate on any points you choose.

Let us, by working together, establish guidelines and programs that will enhance Indian education. We must all concentrate on bringing about those changes which will improve the quality of current and proposed Indian programs.

Appendix 3

INDIAN EDUCATION - MAJOR PROBLEMS

Federalized Programs

- U. S. Government BIA Officials
- State Officials
- School Administrators

JOM Indian Parent Committee
- School - Indian Parent Communication
- JOM Parent Committees - School Administrator Monthly Meetings
- Parental Involvement
- Knowledge - JOM Programs
- Knowledge - JOM Program Fund Expenditures

Tribal Council - Education Rep/Committee
- Knowledge - JOM Programs, changes, etc.
- Tribal Council; Education Rep/Committee - JOM Parent Committee Monthly Meetings
- Laison between Tribal Council - JOM Parent Committee
- Counseling of Parents on Educational Availability and Opportunities
- Education Rapport between Tribal Officials, JOM Parent Committee, BIA Officials, and Local School Administrators
- Knowledge - Local Indian Education Needs and Problems, Elementary-Secondary School Levels
- Knowledge - Tribal Indian Education Needs and Problems College and University Levels

School Board Membership

JOM Counselors
- Indian: Member of Local Tribe
  - Knowledge of Indian Language
- State Certificated
- Counselor Aide
- Indian Counselor - Indian Student
- Laison: School - Indian Community
- Indian Student Problems
- Indian Community Policies - Problems

Appendix 3

Teacher's Aides
- Indian
- JOM
- Knowledge of Language
- Knowledge of Indian Student Problems
- Knowledge of Indian Way of Life
- Duties: Playground
  - Lunchroom
  - Classroom:
    - Classroom Discipline
    - Distributing Materials
    - Collecting Tests
    - Tribal Legends - storytelling
- Compassion - Understanding
- Indian Student Problems
- Indian Community Policies - Problems

Special Tutoring Program
- Indian Tutors - Indian Students
  - Supervisor - State Certificated
  - Tutoring Aides - H.S. Grads; Students
- "Under-Achievers"
  - Remedial Reading
- Academic Basic Deficiencies
  - Math
  - English
  - Reading
  - Speech
  - Vocabulary, Spelling, Penmanship, History, Etc.
- Student Referrals

Teacher Orientation
- Workshop - Pre-School; Summer Sessions
- Teacher - Indian Student Relationship
- Teacher - Indian Student Conferences
- Teacher - Indian Parent Conferences
- Teacher Awareness of Indian Community Situation, Philosophy, Tribal Organization, Tribal - Student Problems, Tribal "Way of Life"
- Daily Instruction
- Indian student education

Appendix 3

- School Policies - Deficiencies
  - School Policies - Regulations
  - School Disciplinary Policies
    - Disciplinarian
    - Parents
  - Teaching Policies
    - Student Comprehension
  - Teaching Tendencies
  - Minimizing School-Student Problems
  - Teacher Permissiveness
    - Indian Student Teaching Orientation
    - Classroom Discipline
    - Parents
    - School Regulations
    - Sympathies/Consideration of Students
      - Teacher to "better Students"
        - social or academic
      - More Attentive to white students
      - More lenient to white students and athletes

Extremes of Survey

- State Education Association
  - Washington Education Association
  - Idaho Education Association
  - Montana Education Association

- Teaching - Deprived Areas
  - Reservation Schools
    - Educational Loans
  - Teacher Qualification
    - Tenure - Good Teachers
    - Tenure - Unqualified Teachers
      - Students
- Indian Student Reactions
  - Schools
  - Teachers
  - Discipline

Appendix 4

INDIAN EDUCATION TRAINING INSTITUTE
A COOPERATIVE SPECIAL PROJECT
GONZAGA UNIVERSITY & PACIFIC NORTHWEST INDIAN CENTER

COMMITTEES FORMED DURING PHASE II
CONFERENCE AUGUST 5-6-7-8

The following people volunteered or were suggested by others for these committees:

Communications Committee

Duane McGinnis
Blane Hoyt
Jim Wynn
John King
Gilbert Minthorn
Dale Kohler

Values Committee

Mary Hillaire
Tandy Wilbur
Deni Leonard
Sister Junette Morgan
Marjorie Hill
Duane McGinnis (Alternate)
Art Demmart

Student to Student Committee

Lowell Curley
Sidney Stone
Blane Hoyt
John King
Virgil Gunn
Bertha Russell
Ron Pond
Bob Parsian
Hillary Skanen
Joe Hoptowit
Darlene McCarty (Alternate)
Gilbert Minthorn (Alternate)
Bill Johnson
Nancy Wilbur
Karen Riley
Bud Langan
Art Dennart
Bernie Thomas
Lucy Covington (Alternate)
Madge Raya
Tandy Wilbur

Definition of Educational Goals

Lloyd Smith
Darlene McCarty
Henry SiJohn
Mary Hillaire
Lowell Curley
Deni Leonard
John King (Alternate)
Margaret Ullman
Emmett Oliver
Blane Hoyt
Sidney Stone
Bud Langan

Pressure Points Committee

Mel Tonasket
Duane McGinnis
Mary Hillaire (Alternate)
Betty Drumheller
Lucy Covington (Alternate)
Mike Green
Maude Hollow

Validity of Materials

Lucy Covington
Darrell Phare
Shirley Palmer
Tony Hollow
Landy James
Bud Langan

ANY OF THESE COMMITTEES CAN INVITE ANYONE THEY WISH ON BOARD.

Appendix 5

Letter Copy

Washington State University
Vice President - Academic
Pullman, Washington 99163

August 2, 1971

Miss Betty Drumheller
The Pacific Northwest Indian Center
South 11 Post Street
Spokane, Washington 99204

Dear Miss Drumheller:

This is to respond to your letter of mid-June requesting information in regard to the procedures followed at this University in establishing new courses and study programs

They are fairly simple. A new course is recommended by the department or departments that wish to offer it, a special form, a copy of which is enclosed, being used. As you will see this form calls for rather specific information descriptive of the objectives and design of the offering.

If the course involves curriculum expansion, it must be approved by me as the initial step in the review process. It then passes to the Catalog Committee (or goes directly to this body from the department if no expansion is involved), actually a subcommittee of the Educational Policies Committee, in which faculty, students, and academic administrators are members. This group examines the course in terms of its appropriateness for the University, its level, its structure and design, its student credit hour allocation, its non-duplicating character so far as other courses in the curriculum are concerned, the competence of the instructor to whom the course is to be first assigned, and similar relevant matters. If it is approved by this Committee, it goes then to the entire Educational Policies Committee and, assuming approval, to the Resident Instructional Staff.

Under our new campus reorganization, a proposed course will move, beginning this fall, from the successor of the Educational Policies Committee to the University Senate, which will be acting henceforth on behalf of the faculty as a whole.

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Letter Copy

Page 2
Miss Betty Drumheller
August 2, 1971

Where a new program is involved, the procedure is essentially identical. Interested departments or faculty members as individuals propose the new structure and its curriculum focus. The review and approval steps are identical, except that the first hurdle, since expansion is clearly involved, becomes a more formidable barrier, especially in these times of restricted budgets and limited financial means. Top level discussions of central administrators, deans, faculty groups, and others are required at the very beginning to decide whether this program, in a general sense, is one which is of so high a priority that limited resources should be devoted to its development. An additional final step is also required in this case: The approval of the Board of Regents.

I should add one further thought. Where a new degree is involved, approval must now be secured from the newly organized Council on Higher Education, an organ of the State government charged with the responsibility of overseeing the evolution of new degree programs in all of our institutions of advanced education.

This, in broad outline, is the method by which new courses and curricula are approved on our campus. As you will observe, we have a number of checks and balances to insure that only new courses and programs of quality are approved.

If you desire further information, please do not hesitate to write me.

Sincerely,

Allan H. Smith
Vice President

AHS:sn

Enclosure

Appendix 5

Letter Copy

Whitworth College
Dean of Faculty
Spokane, Washington 99218

July 27, 1971

Mrs. Betty Drumheller
Project Coordinator
The Pacific Northwest Indian Center
South 11 Post
Spokane, Washington 99204

Thank you for your letter of July 12, 1971. I have been most interested in your center this past year since coming to Whitworth and have heard about your own very significant contributions in a number of areas through Hugh Johnston.

At Whitworth these days we are quite flexible and open regarding new programs of study and academic courses. Any proposals for change are discussed with the Dean's Advisory Committee but administratively this is a rather simple procedure.

One of these days I hope we will have an occasion to become better acquainted, so that I can learn more about your very fine work there.

Sincerely,

David K. Winter
Vice President and Academic
Dean

DKW:jc

Appendix 5

Letter Copy

University of Montana
Indian Studies Program
Missoula, Montana 59801
Tel. (406) 243-0211

August 3, 1971

Mrs. Betty Drumheller
Project Coordinator
The Pacific Northwest Indian Center
South 11 Post
Spokane, Washington 99204

Dear Mrs. Drumheller:

Vice President Landini has requested I answer your letter to Former Vice President Craig.

Enclosed is a copy of the guidelines used in establishing new programs and/or adding new courses. The guidlines are pretty much selfexplanatory, and so I won't add any other information.

If you need additional information about the University, please do not hesitate to contact us.

I look forward to meeting you soon.

Sincerely,

Alonzo T. Spang, Sr.
Director

ATS:chb

Appendix 5

Letter Copy

University of Idaho
Office of the President
Moscow, Idaho 83843
Phone (208) 885-6365

July 29, 1971

Mrs. Betty Drumheller
Project Coordinator
The Pacific Northwest Indian Center
South 11 Post
Spokane, Washington 99204

Dear Mrs. Drumheller:

I have your recent letter concerning procedures for the development of courses and programs. At the University of Idaho the procedure is remarkably similar for the two. Either course or program must be approved by the Regents of the University of Idaho. The Board of Regents receives recommendations through the president of the University from the University faculty. The faculty makes its recommendations upon the advice of the University curriculum committee. The University curriculum committee is a standing committee of our Faculty Council, which is an elected representative group of the University faculty. The University curriculum committee receives course and program requests from faculty groups. These can be departments or special faculty committees. If a course or program is at a graduate level, the Graduate Council is brought into the picture. The Graduate Council is an elected representative of the graduate faculty. In the case of our Center for Native American Development, we would also have the concurrence of our board of directors of the center, which is an all-Indian group representing the tribes in Idaho and nearby Inland Empire areas.

Of course a program could be initiated by the Board of Regents. This is not a usual matter, however. The normal thing is for the initiative to come from the faculty of the University.

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Letter Copy

Page 2
Mrs. Betty Drumheller
July 29, 1971

University students have a considerable influence on the initiation of curriculum procedures. However, the channels which would be used are the faculty channels described above.

I cannot find these things in writing as far as procedures are concerned. However, the procedures stem from authority granted to the faculty of the University by the Board of Regents in the faculty constitution and by the constitution of the state of Idaho.

If there is anything further you would like to know, please do not hesitate to let me know.

Sincerely,

ROBERT W. COONROD
Academic Vice-president

RWC:rcs

Appendix 5

Letter Copy

University of Oregon
Office of the President
Eugene, Oregon 97403
Tel. (503) 342-1411

July 27, 1971

Betty Drumheller
Project Coordinator
The Pacific Northwest Indian Center
South 11 Post
Spokane, Washington 99204

Dear Miss Drumheller:

Your letter of July 19 has been referred to me for reply.

The usual procedure for initiation of a new course at the University of Oregon is as follows: The instructor or instructors proposing a new offering prepares a rationale for the course, syllabus, reading list and whatever else may be required. Approval by the department is the next step, followed by approval of the appropriate dean. Next, the proposal goes to the faculty Committee on the Curriculum, which subjects it to a careful review. Next, the proposal is included with all other similar ones for the year in the Curriculum Committee's annual report and recommendations. This report goes first to the Faculty Senate, where it undergoes another careful scrutiny. The final step is referral to the General faculty for final approval.

I should emphasize two important considerations: (1) Initiation of new courses, changes in courses and any other curricula matter always begins at the instructional or departmental level, rarely if ever "from the top down." (2) All approvals at the various stages outlined above are tentative and subject to final review and approval by the general faculty.

The answer to your question about new programs of study would be somewhat similar, although the Curriculum Committee may or may not be involved in precisely the same way. It would depend largely on what is meant by "new programs of study." In recent years we have, for instance, found two brand new professional schools on this campus.

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Letter Copy

Betty Drumheller
Page 2
July 27, 1971

These might be called new programs of study, as might any new combination of existing courses be so designated. Regardless of what such a program might be, if it deals substantively with courses, credits, degree requirements, etc. the procedure for initiating and approving is altogether within the realm of faculty legislation and responsibility.

Please let me know if you have further questions.

Sincerely,

Charles T. Duncan
Vice Provost

cc: Ray Hawk, Gerald Bogen

Appendix 5

Letter Copy

North Idaho Junior College
Office of Dean of Faculty
1000 W. Garden Avenue
Coeur D'Alene, Idaho

July 19, 1971

Miss Betty Drumheller
Project Coordinator
The Pacific Northwest Indian Center
South 11 Post
Spokane, Washington 99204

Dear Miss Drumheller:

Thank you for your letter of July 12 and the inquiry regarding how we institute new courses and how we initiate new programs of study.

In answer to your first question - how are new courses instituted? The new course may be proposed by any faculty member who then takes the proposal to the division chairman. In turn the division chairman and faculty member then present the proposal to the Curriculum Council which is composed of ten division chairmen, the head librarian and which I serve as chairman. Some of the things that are taken into consideration regarding new courses are transfer articulation, student need, instructor qualifications and library material available. A study is usually made of other institutions in what they are offering in that particular area. After these areas are thoroughly discussed, the council then recommends that the course either be added or rejected from our curriculum. The process is somewhat cumbersome but nevertheless it keeps us from proliferating courses that had similarities and would be of no value to the student or the college.

Your second question - how are new programs of study initiated? All vocational-technical programs have an advisory committee that studies the program thoroughly. This advisory committee is composed of business people in the community, some college personnel and at least one college administrator. In initiating 2-year programs in the academic area, we have followed the same procedures. We did this regarding our Social Worker Aide program and also our Law

Letter Copy

Enforcement program which are academic transfer or terminal as the student wishes. The advisory committee usually meets four or five times. A study is made of employment possibilities in that particular field along with consideration of instructor qualifications, availability of rooms and availability of library material to make the program have a solidified base. If the program appears to have possible success, it is then brought before the Curriculum Council where it is thoroughly discussed. One of the aspects I did not mention previously is if there is money available for the program and it does not take away from established programs, the curriculum council will generally accept the advisory committee's recommendations.

Please find enclosed three brochures - Associate Degree Nursing, Mental Health Technician and Social Worker Aide, and Law Enforcement - giving examples of programs that went through the advisory system which are academic or terminal in nature.

I hope this information is of value to you.

Sincerely,

Raymond L. Stone
Dean of Faculty

RLS:pi
Enclosures

Appendix 5

Letter Copy

Idaho State University
Academic Vice President
Pocatello, Idaho 83201

July 19, 1971

Betty Drumheller, Project Coordinator
The Pacific Northwest Indian Center
South 11 Post
Spokane, Washington 99204

Dear Mrs. Drumheller:

I have your letter of July 12 posing two questions about new program procedures at Idaho State University. Let me handle your questions in reverse order, for I think it would make more sense that way. First, you aks, "How are new programs of study initiated?" Requests for new programs may come from within the intitituion as well as, occasionally, from an outside agency (e.g., the legislature of the State of Idaho, groups of interested citizens, etc.). Such requests for new programs are transmitted to the appropriate faculty committee; graduate programs to the Graduate Council, while undergraduate programs go to the Curriculum Committee. The Curriculum Committee sometimes makes a judgment upon the proposed new programs "in principle." This is usually the situation when the proposer of the new program intends to seek outside support for the financing of a new program. When the request, on the other hand, is for state support and the proposed new program, if implemented, is to become part of the regularly financed offerings of the institution, then the appropriate administrative officer attempts to some determination as to whether state support can be obtained.

At that stage, we are required by the Board of Trustees to submit a description, rationale, and estimated budget for the implementation of the new program. If the Board of Trustees indicates its willingness to go ahead, specific courses are then recommended to the Curriculum Committee and Graduate Council.

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Page 2
Betty Drumheller
July 19, 1971

Now I can come to your first questions "How are new courses instituted?" Proposals for courses on the graduate level go to the Graduate Council; proposals for new courses on the Undergraduate level go to the Curriculum Committee. Graduate Council recommendations go to the Council of Academic Deans and then to the President and ultimately to the Board of Trustees for final action. Undergraduate courses have a more complicated route. The proposal goes to the Curriculum Committee and from there, if recommended for approval, to the Faculty Affairs Committee. If the Faculty Affairs Committee also approves, its recommendations go to the President, who in turn recommends to the Board of Trustees for final approval. Approval of new courses does not automatically mean that the courses will be offered; implementation depends upon the availability of funds.

As you see, our procedure is somewhat cumbersome and requires considerable lead-time. The Curriculum Committee calls for proposals from 18 months in advance of the time a new course could be implemented. There is only one exception to this procedure. Each spring we allow the student body through its student government to request courses for one-time-only offering in the subsequent school year, provided that faculty expertise is available for the offering of those courses.

I hope my remarks have been of some value to you.

Sincerely yours,

Charles H. Kegel
Academic Vice-President
Idaho State University

CHK/lsb

Appendix 5

Letter Copy

Montana State University
Office of the President
Bozeman, Montana 59715
Tel. (406) 587-3121

August 4, 1971

Mrs. Betty Drumheller
Pacific Northwest Indian Center
South 11 Post
Spokane, Wa. 99204

Dear Mrs. Drumheller:

In answer to your question about academic procedures at Montana State University, I am sending, under separate cover, a copy of our Faculty Handbook. Section 302 on the Academic Council and Section 207 on the Curriculum Committee are particularly relevant to your inquiry.

I trust that you are in contact with Dr. Barney Old Coyote, our Coordinator of American Indian Programs, and also with Dr. Robert Dunbar, Director of the Center for Intercultural Programs. Both of these men might be interested in your forthcoming conference, and both might be able to make useful contributions.

Sincerely,

Irving E. Dayton
Vice President for Academic Affairs

IED/dbs

Appendix 6

Letter Copy

University of Washington Libraries
Seattle, Washington 98105

August 24, 1971

Mrs. Betty Drumheller
Project Coordinator
The Pacific Northwest Indian Center
South 11 Post
Spokane, Washington 99204

Dear Mrs. Drumheller:

A copy of your recent letter to Vice President Katz has been sent to me because the library's collections of materials in American Indian history are a part of the regional history collection in this division. The library's photographic collections are here as well.

If at any future time those concerned for the development, curation and utilization of the Indian Center's collections desire to discuss mutual problems with one involved in somewhat the same subject field, I shall be most happy to be of any assistance. Or, if at any time thought should be given to establishing a similar collection in western Washington I should certainly welcome the opportunity to cooperate.

We do a considerable amount of work involving Indian history and materials, and find that the rising interest is not limited by any means to academic enterprises in departments such as Anthropology or Sociology. Actually, a substantial amount of interest stems from Indians themselves, from tribal councils, from governmental agencies, from writers in no way connected with the university, and from the general public.

It will be particularly helpful for me to be able to refer inquiries to the Indian Center in Spokane; I am frequently asked to suggest depositories other than our own.

Letter Copy

Page 2
Mrs. Betty Drumheller
August 24, 1971

If there are Indian photographs in our collections that the Center wishes to have duplicated, the university's photographic laboratories will be able to undertake the work at quite reasonable prices (i.e., cost of materials only). We do not lend materials, however, for reproduction or use elsewhere.

Please do not hesitate to call upon me if future needs or problems encountered suggest that our experience might be of interest.

Sincerely,

Robert D. Monroe, Head
Special Collections Division

RDM:rl

Appendix 6

Letter Copy

NEW MEXICO STATE UNIVERSITY

ERIC Clearinghouse on Rural Education and Small Schools

Box 3AP/Las Cruces, New Mexico 88001
Telephone (505) 646-2623

August 30, 1971

Mrs. Betty Drumheller
Spokane Indian Center
1315 W. 20th
Spokane, Washington 99203

Dear Mrs. Drumheller:

Thank you for your recent letter to this Clearinghouse. I trust that our response will be useful to you.

It appears that your area of interest is similar to the scope of this Clearinghouse. If you have any materials (research, resource, etc.) you would care to share with us for our collection, we would be most happy to receive them.

Thank you for your assistance.

Sincerely yours,

(Mrs.) Betty Rose D. Rios
Supervisor of Acquisitions

BRDR/rg

Appendix 10

PACIFIC NORTHWEST INDIAN CENTER
BOARD OF TRUSTEES

Father Wilfred P. Schoenberg
Crosby Library
Gonzaga University
Spokane, Wa.
509-FA8-4220

*Dave Wynecoop
Box 616
Wellpinit, Wa.
509-CL8-4402

John Bowker
1432 W. Francis
Spokane, Wa.
509-HU7-5665

Hazel Beaulieu
W. 3130 Rowan
Spokane, Wa.
509-FA7-4189

Howard Ball
County Commissioners Office
Courthouse
Spokane, Wa.
509-MA4-3428

Mr. Rowland Bond
W. 2904 Garland
Spokane, Wa.
509-FA7-4663

Mrs. Doris Bounds
Inland Empire Bank
Hermiston, Oregon
503-922-3257

Father Thomas Connolly
N. 1001 Hamilton
Spokane, Wa.
509-FA8-4220

Father Francis Conklin
Gonzaga University
Spokane, Wa.
509-FA8-4220

*Lucy Covington
Nespelem, Wa.
509-634-4520

*Robert Jim
Box 367
Toppenish, Wa.
509-865-2255

*Walter McDonald
St. Ignatius, Montana
406-PH5-3491

*D'Arcy McNickle
4820 Guadalupe Trail, N.W.
Albuquerque, New Mexico

B. C. Payette
Payette Radio Limited
730 St. James Street West
Montreal, Canada

William Barry
Gonzaga University
Spokane, Wa.
509-FA8-4220

Samuel A. Postell
W. 1323 Ide
Spokane, Wa.
509-FA7-3341

Melvin Robertson
2740 S. Monroe
Spokane, Wa.
509-TE8-3750

*Eagle Seelatsee
P.O. Box 632
Toppenish, Wa.
509-874-4379

*Alex Sherwood
Spokane Indian Subagency
Wellpinit, Wa.
509-CL8-4232

Appendix 10

BOARD OF TRUSTEES

Rev. Henry Sugden
Box 117
Lapwai, Idaho
208-VI3-2813

Rev. James Montgomery
S. 4225 Altamont
Spokane, Wa.
509-KE5-6600

*Joseph Williams
Lapwai, Idaho
208-843-2642

*Denotes Indian Members

Appendix 11

PACIFIC NORTHWEST INDIAN CENTER
BOARD OF FINANCIAL DIRECTORS

Mr. Joe McKinnon
Northtown Glass, Inc.
North 4620 Division
Spokane, Wa.
509-HU9-5502

Mr. Tom Richardson
LeMasters & Daniels
Symons Building
Spokane, Wa.
509-MA4-4315

Mr. Birney Blair
KHQ-TV
South 4202 Regal
Spokane, Wa.
509-RI7-2439

Mr. Robert Brandon
Prudential Distributors, Inc.
E. 3304 Ferry
Spokane, Wa.
509-RI7-2277

Mr. Wayne Curtis
Curtis Gallery
The Davenport Hotel
Spokane, Wa.
509-MA4-4581

John Bowker
1432 W. Francis
Spokane, Wa.
509-HU7-5665

*Mr. Steve DeMers
Dupuis Lumber Co.
Polson, Montana
406-883-5387

Mr. John Hendrickson
P.O. Box 13266
Spokane, Wa.
509-WA6-7568

*Denotes Indian Member

Letter Copy

Appendix 12

The Pacific Northwest Indian Center
South 11 Post
Spokane, Washington 99204

April 30, 1971

Mrs. Joseph Drumheller
West 1315 - 20th Avenue
Spokane, Wa. 99204

Dear Mrs. Drumheller:

At the annual meeting of the Board of Trustees of the Pacific Northwest Indian Center, Inc., formal action was taken to extend to you our deep gratitude and support for the work you and your Federal Grant Committee, have done for our program. We are also deeply grateful for the follow up and future activities in behalf of the Indian Center, which you outlined in your report.

Respectfully yours,

Hazel M. Beaulieu
Secretary

Appendix 13

PNIC FEDERAL PROJECT

Minutes of the Advisory Committee

February 5, 1971

1. The first meeting of the PNIC Advisory Committee was called to order on February 5, 1971. Those present were:

P. A. Melchert
Bernard H. Taylor
Frank Ammann
J.A. Ross
J. M. Moynahan
John P. Bowker
Virgil I. Gunn
Cindy Sargent
Father Thomas Connolly,S.J.
Mrs. Betty Drumheller

2. Introductions were made, and a paper passed for acquiring names and addresses. Also, each member was given a copy of the draft for Procedures for the Operation of the Advisory Committee and a copy of Indian Education Training Institute proposal.

3. Those sections of the proposal dealing with the Advisory Committee, the Task Force and the Timetable were reviewed.

4. The arbitrary deadline for completion of forming of the Task Force will be March 10.

5. Mrs. Drumheller called attention to the fact that the 60,000 funding for this grant represents approximately 25% of the total amount asked for and cautioned those present that the budget as stated in the proposal would necessarily be pared down.

6. Moved/Seconded/Passed that the Advisory Committee would meet one hour per week for the next 30 days on Fridays, 4:00 P.M. in the Center Office.

7. It was agreed that the Advisory Committee would consist of 30 members (subject to change if the need is seen) .

8. It was agreed that the make-up of the Advisory Committee should follow along the lines of the Task Force (that is, representatives from Indian groups, educational institutions and government agencies be included.)

9. It was suggested that some young Indians who have not had a higher education be included on the Advisory Committee or on the Task Force.

Minutes of the Advisory Committee, Feb. 5, 1971

10. It was suggested that names and background material on additional Advisory Committee members and possible Task Force members should be brought to the next committee meeting.

11. Virgil Gunn from Eastern and Cindy Sargent from Gonzaga were specifically encouraged to bring names of Indian people to be placed in either of these two areas.

12. Each item in the draft was read, discussed and approved as amended. See copy attached. (Exhibit #3)

13. MSP, the official spokesman for the Advisory Committee is Betty Drumheller.

14. MSP, the acting Chairman of the Advisory Committee is Betty Drumheller. (The Director will take over those responsibilities when he is chosen.)

15. There was some discussion as to whether or not we should have an application form to be filled out on prospective candidates. No conclusion was reached.

16. Mr. SiJohn's name was mentioned as a possibility for the committee.

17. MSP, minutes will be mailed within one or two days of each meeting.

18. Since there has been no release of announcement of the funding of this grant, Betty will have one available for adoption at the next meeting.

NOTE: The first order of business for February 12 will be adoption of criteria for Advisory Committee members and Task Force personnel.

Appendix 13

PNIC FEDERAL PROJECT
MINUTES OF ADVISORY COMMITTEE

February 12

The meeting was called to order on February 12, 1971, by Betty Drumheller, Acting Chairman. Those present were:

P. A. Melchert	Frank Ammann
Cindy Sargent	Bernard H. Taylor
Alfred Nomee	John Bowker
Jay Monahan	Joseph McKinnon
William T. Barry	Betty Drumheller

Minutes and proposals were given to members not present February 5. No corrections or additions to the minutes were made. Moved, seconded, passed, reading of the minutes was waived. MSP, minutes were approved as written. MSP, next meeting be moved from Friday, February 17 to Monday, February 22, to comply with the visitors from Washington, D.C. The regular meeting will be held on February 26.

Betty reported on her conference with the treasurer at Gonzaga University. Miscellaneous expenses can be made retroactive to January 1. Request for budget committee to establish acting director's salary and budget draft was made. MSP, committee is Frank Ammann, William T. Barry and Betty Drumheller. Betty was directed to fill in necessary forms for clerical salaries by Gonzaga's deadline ending the third week of the month. Betty was directed to check on the minimum wages. A monthly running statement will be kept on miscellaneous finances.

Correspondence from colleges and individuals concerning the project were read and discussed. Betty was directed to handle these with her best judgment.

DISCUSSION OF ADVISORY COMMITTEE AND TASK FORCE

Scope and definition of the federal project operating committees is still unclear. The following are some of the concepts which will be taken into consideration as we define the roll of the advisory committee and the task force:

1. Do we need a printed form for task force candidates?

2. What should the procedure be in contacting task force candidates?

3. Should the advisory committee be completely formed before choosing the task force?

4. Recommended that labor and business come aboard at advisory committee level immediately.

Clarification was begun on the make-up of the advisory committee. Indian participation of the advisory committee should be according to the students in areas schools from:

EWSC
Gonzaga University
Ft. Wright College
Spokane Falls Community College
Whitworth
Washington State
Northern Idaho Jr. College

Tribes should be represented on the advisory committee including:

Colville
Spokane
Kalispell
Coeur d'Alene

John Bowker volunteered to help contact tribal representatives.

Cindy Sargent raised the question of Indian involvement in the PNIC to date. Lack of Indian involvement to date was admitted. Discussion followed: Activities of the PNIC thus far have been primarily in the area of fund raising. The format that has been followed by those active with the PNIC has been to press volunteers into service as they have indicated an interest in furthering this cause. No specific effort has been made to involve people in the project because of race or position or anything other than interest volunteered to the PNIC. The implementation of the federal project is the first attempt to involve the people who will be affected by policies of the PNIC - the Indian people. The Indian students or tribal representatives who serve on the advisory committee will have a strong voice in setting the policies for the educational programs of the PNIC. By setting guidelines for the operation of the advisory committee and of the task force, this committee will be able to

Minutes of the Advisory Committee, Feb. 12, 1971

function as an autonomous or satellite operating entity within the general framework of the PNIC. (Fund-raising, art exhibits, art auctions, acquisition committees, building construction committees, finance committees, are presently operating in the same manner.) The door is wide open for Indian people and non-Indian people to participate in any or all of these committees. Concentrated effort in the development of policies for all of the committees is being made to establish a truly grass roots operation. In other words, it is the people who are serving on each committee who are forming the policies for that committee's operation... leadership will come from each participant.

THE FEDERAL PROJECT

The result of the conference (see page 12) obviously will be recommendations from the Indian people on the kind of educational and studies program they want. Chances for real success should be greater if input is given to this program from the total community. It was noted that the Indian people have carried on discussion and done some planning towards a similar center on their own. The question was raised as to whether or not the Indian people would consider giving their support to the PNIC and to try this avenue to gain better educational programs while continuing to work for their Indian university.

Assurances from the non-Indian members of the advisory committee were offered to try to show the sincerity and integrity to a truly cooperative effort.

Names submitted for consideration for the advisory committee and/or task force:

Colville - Lucy Covington and Mel Tonasket
Spokane - Dave Wynecoop
Kalispell - SiJohn, Helen Roos and Stan Bluff
Couer d'Alene - Cecelia Abramson

Thomas Halfmoon - works with Migrant Education Program
Lloyd Stannard
Jerry O'Neill - Spokane Falls Community College (Anthropologist)
Charles McCarthy - Working on evening program adult education at Rogers High School
Jack Ridley - University of Idaho

Appendix 13

Minutes of the Advisory Committee, Feb. 12, 1971

Ron Halfmoon - Washington State University
Father Brown - Gonzaga University
Bertha Russell - American Indian Center

Students:
Alvina Kennedy - Gonzaga University
Frankie Lemery - Ft. Wright
Ernest Itensja
Bert Griest
Rich Bravo - Whitworth
Michael Paul - Spokane Community College

Appendix 13

PNIC FEDERAL PROJECT
MINUTES OF ADVISORY COMMITTEE

February 22, 1971

The meeting was called to order on February 22, 1971 by Betty Drumheller, Acting Chairman. Those present were:

Paul A. Melchert
Bernard H. Taylor
John Bowker
John Ross
Alfred (Bud) Langan
Father Thomas Connolly
Frank Ammann
Betty Drumheller

Copies of the last meeting were given to those who did not have them. Additions or corrections were requested. Addition: "Henry" was added to Mr. SiJohn's name in the list of names submitted for advisory committee or task force. There was also a correction to the minutes: the institution attended by Michael Paul is to be shown as Gonzaga University rather than Spokane Community College. Moved, seconded, passed, the minutes were approved as corrected.

MSP, the Pacific Northwest Indian Center will not attempt to be an accredited college or university. The PNIC educational programs will be cooperative projects with existing institutions.

MSP, forms designed to include background information on task force candidates will be available at the next meeting.

MSP, format for choosing task force personnel will be:

(1) Agreement by the advisory committee that a person should be contacted.

(2) Contact will follow voting acceptance at the next meeting.

Betty reported that the visitors from Washington, D.C. will arrive March 7. Richard Falknor and Mary Hoag will definitely be here. Helen Scheirbeck's appearance is doubtful at the moment.

Betty reported on her trip to Olympia in regard to inquiries for bricks and mortar money for the PNIC. There

Minutes of the Advisory Committee, Feb. 22, 1971

seems to be a slight possibility for some funds from this session.

She also reported on her interview concerning U.R.D. (Urban World Racial Development Programs) funds. These must be applied for through a local school district. Task force personnel may wish to consider explanation of these funds at the conference.

Betty reported on her interview with Sam Kelly, Vice-President of the University of Washington, in charge of Minority Affairs. Sam Kelly's primary responsibility is in Indian Education rather than Indian studies. He works with student groups, assisting in finding funds and counseling. Emmit Oliver is in charge of Indian Education. Sam Kelly's office covers all minority educational programs. The University of Washington appears to be enthusiastic about cooperative programs with the PNIC.

MSP, there will be an independent objective evaluation made of this project. The person or persons evaluating must be capable, intelligent, experienced, and qualified to do this job. The advisory committee is willing to abide by such an evaluation and directs the budget committee to be prepared to pay for the service. People to be considered might include: Paul Horst, Bob Scriver, Ace Powell, Hirato Zakoji or Joe Williams.

MSP, the advisory committee will continue to set such policies as evaluation. The task force will implement these policies.

Betty will make contact with the other area institutions as soon as possible.

Budget committee was scheduled to meet at 4:00 P.M. on Thursday, February 25.

Frank Ammann reported that Mary Nelson is available to serve on the task force. Others whose names were submitted as task force candidates are: (Thirty candidate names will be needed for presentation to finally select a task force of fifteen.)

Bernard La Sarte - Indian, Coeur d'Alene Tribal Council.

Appendix 13

Minutes of the Advisory Committee, Feb. 22, 1971

Al Whitford - Blackfeet Indian
Dan Iyall - Yakima Indian (Coach at University High; address: 1824 S. Union Road)
Tom Wynecoop - Spokane Indian (Taught at Gonzaga; address: 14410 E. 10th)
Doug Wilbur - Indian
Henry SiJohn - Kalispell Indian
Bobbi Minnis - Ex-director of Urban Affairs Council, Colville Tribe
Meta Heller - Active in Minority Affairs
Cal DuPree
Sherwin Broadhead
Jeannie Iyall(SFCC)
Michael Paul (Gonzaga U.)
Mrs. Al Whitford
Lydia Angle (American Indian Center)
Mr. Patterson (Tukola area)
Father Brown
Alfred (Bud) Langan
Virgil Gunn
Lucy Covington
Mel Tonasket
Helen Roos
Thomas Halfmoon
Lloyd Stannard
Charles McCarthy
Ron Halfmoon

Appendix 13

PNIC FEDERAL PROJECT
MINUTES OF ADVISORY COMMITTEE

February 26, 1971

The meeting was called to order on February 26, 1971, by Betty Drumheller, Acting Chairman. Those present were:

Dr. Paul Melchert
Frank Ammann
Alfred Langan
Betty Drumheller
Dennis Jones

Correction was made to the minutes of the previous meeting: should read Urban Rural Racial Development Programs rather than Urban World Racial Development Programs (last paragraph of first page). Moved, seconded, passed, minutes were approved as corrected.

The form for task force candidates (submitted in draft) was approved as corrected.

Betty requested to know if any of the committee members should need telephone billing numbers for their work on the project. Twenty billing numbers have been assigned to be used when necessary to make a long distance call.

Ace Powell, Kalispell artist, has suggested the following be considered under the Indian Education Training program:

(1) Course taught to artists as to production methods

(2) Course on elininating procedures for young artists

There was an inquiry for films from Washington, D.C. The Kennedy Library at EWSC (Instructional Media Center) may be a potential source.

A letter from a technical institute in Stubenville, Ohio, was read, requesting general information on the project. Betty will draft a skeleton letter for the purpose of answering this type of correspondence.

A letter has been received from Mr. Andrew Lawson, who is interested in the director position. It was agreed that this correspondence would be answered after a thorough check into the matter by Frank Ammann. He was assigned a telephone billing number for this purpose.

For the information of those candidates for task force, a letter will be drafted with general information on the PNIC, the project in relation to the PNIC, and outlining task force duties.

The name of George Wilson was submitted as a possible conference participant.

After discussion, the following names were assigned to the persons listed, and contact will be made the first week in March:

Frank Ammann - Mary Nelson, Tom Halfmoon, Henry SiJohn and Helen Roos

Bud Langan - Dan Iayll, Laurence Nicodemis and George Adams

Ben Taylor - Harold Horn

Betty Drumheller - Michael Paul

Father Connolly - Bobbi Minnis, Father Brown and Lydia Angle

John Bowker - Bernard La Sarte, Al Whitford and Doug Wilbur

Others to be contacted are: Sherwin Broadhead
Charles McCarthy
George Mills
Lloyd Stannard

The next meeting of the advisory committee will be held at 4:00 P.M. Friday, March 5, at the regular meeting place.

Appendix 13

PNIC FEDERAL PROJECT
MINUTES OF ADVISORY COMMITTEE

March 5, 1971

The meeting was called to order by Betty Drumheller, acting director. Introductions were made. Those present were:

Dr. Paul Melchert
Dr. Bernard Taylor
Frank Ammann
Bud Langan
Betty Drumheller
Dennis Jones
Cecelia Abramson
Doug Wilbur
Dr. Ken Moll
Blane Hoyt

Copies of the minutes of the February 26th meeting were given to those wo did not have them. There were no additions or corrections to the minutes. Moved, seconded, passed, minutes were approved as written.

Betty reported on her trip to Seattle March 1 and 2. She conferred with Emmett Oliver, Ted Kaltsounis and Sam Kelly. U of W reviewed the PNIC federal project and is enthusiastic in its support of this program and the ability of U of W to cooperate with the PNIC project. In addition, U of W requested that Betty write a support letter to George Scott, BIA, regarding a major U of W program.

Emmett Oliver suggested Bob Dumont, who is an Indian as an evaluator. He will furnish his address. Emmett Oliver mentioned Mrs. Tumaros as an Indian person with a Masters degree in Library Science.

Mr. Oliver and PNIC representatives will meet with Dr. Gabriel of Ellensburg in lieu of a letter prior to April 12.

Erna Gunther will be contacted by Emmett Oliver as museum persons are included in the conference.

Emmett Oliver may attend the meeting Friday, March 12.

Outlines of U of W programs and the major proposal were circulated. Copies were requested. MSP, they will be furnished at the March 12 meeting.

Betty congratulated members of the advisory committee for the following report on contacts made during the past week for task force members accepting task force responsibilities:

Laurence Micodemus, Lydia Angle, George Adams, Mary Nelson, Helen Roos and Al Whitford.

To serve on a limited capacity only: Dan Iyall and Henry SiJohn. Father Brown is unable to serve on the task force.

Ron Halfmoon and Tom Halfmoon will be in Spokane for a meeting on March 18 and will be contacted for the task force at that time.

There was considerable discussion on what the criteria should be to fill out the remainder of the task force:

(1) Should the conference address itself to a cultural heritage aspect or contemporary Indian problems?

(2) Should the task force do the in-depth probing in either of the above cases?

(3) Should the task force merely find the people for the in-depth probing of either of the above and let the conference be the arena where this kind of depth surfaces?

(4) Should the conference be one at which current problems are restated and redefined?

(5) Should the task force restate and redefine already known problems?

(6) Should the conference address itself to finding solutions?

It was felt that filling out the remainder of the task force was dependent upon criteria selected for the conference.

Preliminary interviews at tribal meetings may indicate the needs of the Indian people and more clearly suggest to this committee directions the conference should take. MSP, the advisory committee will learn meeting dates of the Kalispell, Spokanes, Colvilles, Coeur d'Alenes and Nez

Perces, determine who will visit each of these meetings and complete such visits prior to filling out the remainder of the task force.

Frank Ammann reported that preliminary investigation of Andrew Lawson as a director for the project indicated that we correspond further directly with him.

Richard Falknor and Mary Hoag are expected about March 14.

Appendix 13

PNIC FEDERAL PROJECT
MINUTES OF ADVISORY COMMITTEE

March 12, 1971

The meeting was called to order by Betty Drumheller, acting director. Introductions were made. Those present were:

Bud Langan
John Ross
John Bowker
Betty Drumheller
Paul Melchert
Ben Taylor
Frank Ammann
George Mills
Emmett Oliver

There were no additions or corrections to the March 5 minutes.

The secretary was asked to read the report of her contacts with Indian tribal councils for the purpose of setting up visitations for advisory committee members. The various telephone calls made resulted in the following:

Coeur d'Alenes - Meetings are scheduled by the chairman, who is presently out of town and will return the week of March 15. Will contact them again soon.

Colvilles - Have only one meeting a month; these are not set for any specific date. This month's meeting has already been held; they will let us know when another is scheduled.

Kalispells - Meet the first and second Wednesday of each month. The next meeting will be held April 7; another April 14. These are scheduled at 7-7:30 p.m.

Spokanes - Meet each Monday and Thursday at 10:00 a.m.

Ruth will contact Mel Tonasket (Colville), Glen Gailbrith (Spokanes) and Mr. Greene (Nez Perce) for further information regarding tribal council meetings.

Introductions: George Mills, School District 81, works in Indian education. He has worked with Pride

Minutes of Advisory Committee, March 12, 1971

in Heritage program, state department of public instruction with URRD programs and others, and with Northwest Regional Labs in Portland.

Emmett Oliver, director of Indian education at the University of Washington.

Correspondence:

Betty's letter to Andrew Lawson was read. Mr. Lawson was sent minutes of all advisory committee meetings, a copy of the narrative and requested to return suggestions in regard to questions raised in March 5 minutes.

A draft of the letter in support of the University of Washington's proposed program, directed to George Scott, BIA, was read.

Many questions were raised concerning the effects of PNIC support - and effects of withholding PNIC support. (ED. - Thank you all - it is precisely the raising of these kinds of questions that will enable us to develop both conference directions and directions PNIC educational programs should take including support of other institutions' programs.) Questions raised with comments addressed to each were as follows:

1. The BIA is currently supplying funds for higher education only to college seniors, and states that it has no funds except for those returned by students discontinuing their education. If they cannot supply funds for student support, why are they in the business of program support?

BIA is currently supporting several programs at educational institutions including U.W.

BIA is supporting community development programs.

BIA supports programs both on and off the reservations.

BIA student funding process shows a considerable time lag between allocation and distribution but eventually funding is forthcoming.

Many tribes are themselves lending financial support to students with or without BIA assistance.

2. Is BIA funding equitable?

BIA funds are probably not equitably granted to the tribes due to different sizes and needs of the individual tribes. (ED. - Also because they may not have access to effective grantsman or do not enter the competitive funding arena.)

3. Why did U.W. go to Mr. Scott and the BIA as its source of funding in the program the PNIC has been asked to support?

The program writing/funding process generally flows between personal contacts in an agency (BIA-OE foundations, etc.) and the requesting institutions.

Comprehensive programs such as that U.W. is trying to get off the ground will likely become funded by several different agencies or foundations.

BIA has been giving much more attention to educational programs than in the past.

4. Is there a danger of large educational institutions becoming the "new" BIA? Centralization of programs on the west side of the state? Of smaller institutions being dwarfed by the larger ones?

Mr. Oliver pointed out that U.W.'s programs have been primarily with Puget Sound tribes.

EWSC, the PNIC and other institutions are in a better position to serve the Indian needs in their own areas.

U.W. currently has about 100 Indian students -- in 1970 they had about 10 Indian students.

BIA has several programs currently in community and small colleges that Mr. Oliver is aware of.

Minutes of Advisory Committee, March 12, 1971

This PNIC proposal needs the cooperation of other institutions to succeed.

The U.W. experience and project with the Makah tribe - that is - calling in tribal leaders from many tribes and urban groups, their assessment of their own needs, developing a program which is designed to address itself directly to this stated need, and their choosing of the Makah tribe as the model around which to develop a course in business management, is the kind of thing the PNIC hopes to do.

The PNIC, for example, could follow a similar format in putting together a good unit of material that can be taken out and immediately put to use.

The Northwest Lab is putting together packets of Indian educational material involving the elementary and junior high levels.

The question remains:

Is support of U.W.'s proposed program tantamount to endorsement of BIA procedures?

It was suggested that BIA should be contacted to determine distribution of educational funds and student support before support is given to the U.W. program.

Should funding sources and funding procedures be a conference topic?

Next meeting is Friday, March 19, 4 p.m.

Agenda: Make dates to visit tribal meetings, select people to go.
Answer questions regarding conference direction, if possible.
Determine who and where inquiry will go in BIA.

Appendix 13

PNIC FEDERAL PROJECT
MINUTES OF ADVISORY COMMITTEE

March 19, 1971

The meeting was called to order by Betty Drumheller, acting director. Introductions were made. Those present were:

Paul Melchert	John Bowker
Ben Taylor	Betty Drumheller
George Mills	Larry Miller

There were no additions or corrections to the March 12 minutes.

The regular Friday meeting of this committee was rescheduled for Tuesday evening, March 23, at 7:00, at the Davenport Hotel. Richard Falknor and Mary Hoag of Washington, D.C. will attend this meeting.

There was discussion with regard to the visitations to tribal council meetings of the various tribes (Coeur d' Alenes, Colvilles, Kalispells, Spokanes and Nez Perce). It was agreed that there must be some "ground rules" laid before visits are made to the tribes, and that we must know more precisely what will be discussed.

With regard to the kind of conference that will be held, the following comments were made:

1. Input is needed from the tribal councils to determine discussions from the task force and conference.

2. We need a working committee to start analyzing problem areas. (Conference agenda should develop from this)

3. The Indian people already assigned to the task force should work together with the advisory committee to develop structure for these working committees.

4. Problems should be well-defined before we go into the conference.

5. Solutions will be sought at the conference.

There was discussion as to why federally funded programs die after a period of time. Although many of the people who work on these programs are very sincere, they are looked upon by some as a "gravy train". Often the courses are still there after the program is dead. Many of these programs are viable and do not need special funding...many programs are killed by federal funding; the minute the funds are gone, the program dies.

Ben Taylor - A facet analysis could be done by the executive committee of the task force. If the facets are too broad, some will have to be discarded. Ben Taylor will provide an example of this type of facet analysis at the next meeting.

Problem solving techniques and skills might be a first step prior to trying to solve problems. Paul Melchert will bring example of this to the next meeting.

Because of the short notice of the move of Friday's meeting to Tuesday, it was decided that the task force would be invited to the next regular Friday meeting. This will be held on April 2, at the regular time and place.

Meeting adjourned.

Appendix 13

PNIC FEDERAL PROJECT
MINUTES OF ADVISORY COMMITTEE

March 23, 1971

The meeting was called to order by Betty Drumheller, acting director, at the Davenport Hotel, at 7:00 p.m. Introductions were made. Those present were:

George Mills
Frank Ammann
Betty Drumheller
Ben Taylor
Fr. Thomas Connolly
Dennis Jones
Blane Hoyt
Bud Langan
Paul Melchert
John Bowker

Lloyd Stannard, SFCC
Mary Hoag, Dept. of Education, Wash.,D.C.
Art Hanson, Congressman Foley's office (local)
Richard Falknor, Congressman Foley's office
Wash., D.C.

The minutes from March 19 meeting were distributed. Reading of the minutes by the secretary was waived.

Bud Langan submitted an update list of Indian organizations in this area.

Betty reported on the budget committee meeting held earlier in the day. Those present were:

Frank Ammann
Larry Miller
George Mills
Bill Barry
John Bowker
Dennis Jones
Mary Hoag
Richard Falknor
Betty Drumheller

See report attached.

Discussion and questions raised were as follows:

We need the director now.

Cut the task force further if needed.

Define role of task force.

Will housing and other current problems be dealt with at the conference?

Minutes of Advisory Committee, March 23, 1971

An executive committee should be formed.

We need to locate areas of student financial support.

There should be a relationship between needs of institutions, conference agenda and conference participants.

Successes and failures of programs should be related at the conference.

Methods to institute the kinds of programs that are self-sustaining and not dependent on government funding should be developed.

Follow-up on programs should become an automatic requirement.

Tax basis and tax structure on reservations could be explored.

We should narrow focus on the conference.

We should be able to market the results of the conference.

Indian studies are the most pertinent to this program.

We must get the best buy for $60,000.

A qualified research developer might be the best approach.

How can we get a marketable product as the result of the conference?

How can we knit together the concepts of identifying the problems and move toward solutions at the same time?

This meeting served as a platform to reiterate the questions raised in the past. It also moved us closer to a plan of action.

In this last week, with the consultations with several members of the advisory committee, the delegation from Washington, D.C., and the assistance of an able consultant, Mr. Saul Blackman, we have formulated a concrete plan of action.

Minutes of Advisory Committee, March 23, 1971

This will be explained at the meeting here on April 2, and recommended for your approval. (Ed. - I believe that this is the turning point for us - that our previous deliberations have enabled us to translate objective ideas into a positive program and am looking forward to its presentation to you.)

See you at 4:00 p.m., April 2, South 11 Post.

Appendix 13

Report of Budget Committee
(Recommendations)

Cut the number of the task force to ten.

Cut time from 35 days to 20 @ $60 per day.

Maximum number at the conference to be sixty, including task force.

60 participants @ $280 - $ 80 travel
200 per diem and stipend

Gonzaga University summer school - June 14 - July 26.
University is open until August 16.

Invite additional participants who wish to pay their own way, depending on who they are.

Proposed budget:

Participant support	$16,800	
Task force	12,000	
Other	2,500	
Travel	2,000	
Consultants	1,800	
Project Coordinator	4,000	
Director	12,000	
8% Indirect	3,000	
Secretary	4,500	
	$58,600	$60,000
		58,600
Contingent Expenses		$ 1,400

Appendix 13

PNIC FEDERAL PROJECT
MINUTES OF ADVISORY COMMITTEE

April 2, 1971

The meeting was called to order by Betty Drumheller, acting director, at 4:00 p.m., South 11 Post. Those present were:

Paul Melchert	Bud Langan
Ben Taylor	George Mills
Frank Ammann	Richard Falknor
Father Connolly	Dennis Jones
Betty Drumheller	

Betty reported that since the meeting of March 23, she had met with Father Connolly, Bud Langan and Saul Blackman, all of whom have helped to give definite direction to the project. She read the recommendations:

1. May Pre-Conference (two or three days, about 25 people)

   Format: This will be an initial endeavor to make a summary or preliminary analysis of:

   A. What we have learned in the last ten years in Indian studies.

   B. Comment on what has already been developed.

   C. Suggest patterns for future development.

2. Participants:

   A. Task force people already asked.

   B. Qualified personnel from institutions and agencies who have been working on Indian studies.

   C. Advisory committee in attendance as auditors (about 15 people).

3. Procedure:

   A. Presentation of a suggested teaching packet containing text materials, suggested outline of course

Minutes of Advisory Committee, April 2, 1971

or courses to be given for credit beginning in fall of 1971.

B. Discussion and assignments to gather additional materials for development of other suggested courses.

C. Preparation of outline for the summer conference.

D. Assignments to initiate courses at participant institutions.

4. Pre-Conference Reference Materials:

A. Who should Control Indian Education
Far West Laboratory for Educational Research & Development
I Garden Circle, Hotel Claremont, Berkeley, Calif. 94705

B. Textbooks and the American Indian (soft covers)
The Indian Historical Society-editor, Rupert Costo
1451 Masonic Avenue, San Francisco, Calif. 94117

C. We Talk You Listen (hard cover)
Vine Deloria Jr.
Macmillan 1970

D. American Epic
The story of the American Indian (a Mentor book)
New American Library
Alice Moiriott and Carol K. Racklin

E. Future Shock - Tofler

Discussion followed:

The pre-conference will be a time of study.

It will be a time to gather materials for preliminary analysis.

We will determine scope of a suggested course to be made available in fall of 1971.

Minutes of Advisory Committee, April 2, 1971

Should discover where this type of course may be interested.

We may need to train teachers in presentation of suggested course.

Need to review courses being developed, i.e. George Mills, District #81.

Mrs. Goes-In-Center and Arthur Pearl were mentioned to help in curriculum development.

Betty reported on her visit to Washington State University. She brought back information on HEP program. Ron Halfmoon will work with us. He suggested two Indian newspapers, The Cherokee Onefeather and the Akwesasne Indian Notes. Father Connolly suggested the Tundra Times from Fairbanks, Alaska. The secretary was instructed to subscribe to these papers.

The five-book reading list of materials will be distributed among members of the advisory committee prior to the pre-conference.

As these materials are being studied, we will go ahead with our plans to rent a bus and make on-sight visits to the reservations. During this time, we will be discussing these materials and assessing ways in which we can apply what we are learning to the people from the areas we hope to serve.

The Spokane tribe is having a large meeting at Wellpinit on April 24.

Betty reported on her meeting with the Board of Trustees. The Trustees adopted a formal motion giving directions to the federal project people to continue in their efforts in securing grant funds for the education program of the PNIC.

It was suggested that an Indian director could be hired for the period covering the pre-conference and the conference in the summer, or approximately three months.

It was suggested that many fine consultants are available to help on this type of project.

Minutes of Advisory Committee, April 2, 1971

For the above reasons there will be a departure from the budget committee report used with the minutes of the last meeting.

Action taken.

MSP, that the pre-conference concept for the implementation of this program be adopted.

MSP, pre-conference would include task force people and others numbering no more than 25.

Committee appointed to select participants:

Frank Ammann
Bud Langan
George Mills

MEMO:

1. Copies of the By-Laws, Articles of Incorporation, and Amendment establishing the Board of Financial Directors will be furnished the advisory committee members. (The question had been raised regarding various PNIC boards and how the federal project related to these boards.)

2. A copy of the report to members of the Board of Trustees will be furnished.

3. Books on the reading list will be available, hopefully.

4. The new proposed budget will be available.

Appendix 13

Suggested Outline for Late July Conference (about 60 people)

4 or 5 days

1. Reiterate keynote theme - elaborate.
2. Report on course developed at pre-conference - Distribution on this course info.
3. Report from institution on current education programs - scope and content-student support.
4. Indian student/reservation input.
5. Continue evaluation of existing courses and practices.
6. Locate areas where additional courses should be developed

   4 year
   Adult ed.
   Voc. ed.
   elementary
   2 year
   secondary
   reservation and others

7. Formulate criteria for and list institutions for communicating findings and materials developed at this conference.
8. Schedule publication of conference proceedings:
   a. Introduction of curricula materials.
   b. Recommendations for further materials development.
9. Lay the basis for transforming institute conferences to a series of extension seminars leading to more formal course offerings at participating institutions.

Appendix 13

PNIC FEDERAL PROJECT
MINUTES OF ADVISORY COMMITTEE

April 9, 1971

The meeting was called to order by Betty Drumheller, acting director, at 4:30 p.m., South 11 Post. Introcuctions were made. Those present were:

Paul Melchert
Frank Ammann
Bud Langan
Sister Elizabeth Kunz (Ft. Wright College)
Betty Drumheller

Discussion regarding Bud Langan as a director for the project: Betty reported that she had discussed with Bud Langan the possibility of his directing the project. Immediately following the last meeting, Bud suggested that Betty speak with Dr. Maney to determine whether or not the directorship of this program would fill any requirements towards his graduate degree. A meeting was set for Wednesday, April 7, with Dr. Maney. Dr. Maney said that as far as he was concerned this would meet requirements, but it would further require checking with Tom Golden at the University of South Dakota. Bud indicated his willingness to serve as director upon confirmation of this point.

Betty reviewed the proposed budget changes she had worked on that week to conform with a five-month summer director. She noted that this freed money to have higher paid consultants and more of them. The new proposed budget was distributed among members of the advisory committee present. MSP, that the second column on the first page, i.e., $60 per day per person for three days be adopted; and MSP the entire second page of the proposed budget be adopted.

Betty had drafted a proposed letter to be sent to those selected on the list prepared by Bud Langan, Frank Ammann and George Mills. (See list attached.) Considerable discussion followed, and the rough draft was finalized to be prepared in draft form for Bud Langan's approval. (See copy attached.)

Paul Melchert mentioned the name of Thain White of Flathead Lake Museum, who has written some pamphlets and is very knowledgeable about Indians. It was also recommended that we review past minutes and pull from them all

Minutes of Advisory Committee, April 9, 1971

others whose names have been mentioned as possible participants.

The following books were distributed as directed as the last meeting:

We Talk You Listen - 3 copies
Who Should Control Indian Education - 2 copies
Future Shock - 6 copies
Slide Lecture Kit - Paul Melchert

Frank Ammann Volunteered to have the Scott Momaday tape provided by Emmett Oliver copied.

The following announcements were made:

The next meeting will be held at 4 p.m. on Friday, 416 Mezzanine, Lincoln Building. Present will be the advisory committee from the PNIC project, and grantsmen from the five-area institutions of higher learning in District #81.

Dr. Paul Carnell, in whose office approval of this grant was made, will be in Spokane on the 19th of April. We will meet with him at 2:30, Monday, South 11 Post. Purpose of this meeting is to meet Dr. Carnell and finalize the final budget and the plan of operation.

Betty further reported that she would try to have an informal buffet at her home for people who might be in the position to institute any course materials developed through the conference at their institutions, during Dr. Carnell's visit.

Appendix 13

BUDGET (proposed)

Pre-Conference

May	25 people 3 days pre-conf. @ $50 per day		25 people 3 days @ $60 per day
	$150 per person		$180 per person
	25		25
	$750		$900
	300		360
	$3750		$4500
Early August	Same people at conference and 25 more		
	5 days conf.	or	5 days conf.
	@ $50 per day		@ $60.per day
	$250 per person		$300 per person
	50 people		50 people
	$12,500		$15,000
Late August or early Sept.	Conference evaluation and follow-thru		
	25 people 3 days @ $50 per day		@ $60 per day
	$150	or	$180
	25		25
	$750		$900
	300		360
	$3750		$4500
Pre-conf.	$3750	or	$4500
Conf.	$12500		$15000
Eval.	$3750		$4500
	$20000		$24000

Appendix 13

Proposed Budget, Continued

Participant Support	$15,000
Task force (pre-conf. & evaluation)	9,000
	$24,000
Project Coordinator	5,000
	$29,000
Project director, 5 months May, June, July, August, September @ $1,000 per mo.	5,000
	$34,000
Office	6,000
	$40,000
Secretaries	7,200
	$47,200
Travel	2,000
	$49,200
Consultants	4,000
	$53,200
8% Indirect	4,800
	$58,000

Contingent Expenses	$2,000
	$60,000

Appendix 13

Letter to Task Force Members

And

Potential Task Force Members

The PNIC was incorporated late in 1965. Its purpose is to be a:

1. Repository for information on Indian cultures;

2. A living museum and library facility;

3. An active art center; and

4. A vital force for the research and development of Indian education programs.

There have been a number of activities which have been addressed to the implementation of the first three items. Among these were a community-wide campaign to raise the funds to complete the buildings, which was intitituted in 1970, and a major art auction, which was held early in 1971.

At the same time these functions were taking place, an education committee was formed for the purpose of determining possible directions to implement the education item.

The direct result of the work of this committee is an education grant from the Department of Health, Education and Welfare in the amount of $60,000. These funds are to be used for the Indian Education Training Institute.

You will notice in the attached narrative of this project that an advisory committee was to be formed. I am a member of the advisory committee and have been asked to serve as the director for this project. The format will be:

1. A pre-conference in May and a general conference in August, designed to produce research curriculum materials on Indians, for the education of Indian and non-Indian students.

2. A method through which we can answer the many requests for educational materials by teachers at all levels.

3. A vehicle by which existing programs and materials can be utilized and more usefully shared.

We feel that the time for getting materials available is limited and therefore crucial. We expect the conference to produce something positive.

You are among approximately twenty-five people being asked to serve as a member of the task force and at the pre-conference. The pre-conference will be charged with planning the major conference. Because of your special expertise in this field, I sincerely hope you can fit this experience into your schedule.

Pre-conference dates - May 21, 22 and 23
(Agenda, times and place will be advised.)

Conference dates - first week in August

I am enclosing a list of the others being asked to serve with you to help make this program a success.

Remuneration for your participation will be as follows:

Ten cents a mile for travel or actual air fare will be paid; also $25 per day per diem.

Sincerely,

Project Director

PNIC FEDERAL PROJECT

Minutes of the Advisory Committee

April 30, 1971

The meeting was called to order by Betty Drumheller, acting director, at 4:00 p.m., South 11 Post. Introductions were made. Those present were:

Betty Drumheller
Dennis Jones
Agnes-Goes-In-Center
Blane Hoyt
George Mills
Sister Elizabeth Kunz

Paul Melchert
Frank Ammann
Bud Langan
Paulette Morigeau
Ben Taylor

Betty reported on her trip to Washington.

The drafted minutes of April 18 were read and discussed. Betty commented that the minutes were as yet in draft form, and made the following correction: Gonzaga will feed and house the Conference people for about $10 each per day.

The following are areas of real concern that need to be clarified and resolved:

1. How are courses developed?

2. How are they made a more or less permanent part of University curriculum?

3. How do the above two questions affect:

    a. who is invited to the pre-conference

    b. what is on the agenda of the pre-conference

Betty further reported that Dr. Carnell felt that the pre-conference agenda, as outlined at the April 18 meeting, was attempting too much, and the agenda was re-worked by Dr. Carnell, Saul Blackman and Betty Drumheller to follow mainly Items A and B. This plan of operation, which Betty then read to the committee, was filed, along with the budget, with the Department of Health, Education and Welfare in Washington, D.C. She explained that we are not bound to it, and there is still as much flexibility as needed granted by Office of Education. Because of the "final" plan of operation changes recommended and approved by Dr. Carnell, how do we form the agenda to allow inclusion of?"

c. Elementary level curriculum development (for Indian and non-Indian students)

d. Secondary level curriculum development

e. Vocational education and business education

    utilization
    availability
    accessibility
    suitability
    future development

f. Special education programs

g. Grants

(Ed. This grant is funded under EPDA of the Higher Education Act. Materials developed must be for higher education.

They should further point us in directions whereby we can begin to see how the archival material could be utilized. There should remain, however, a means by which we can set into motion our commitment to address ourselves to a total education program for future in-depth exploration, research and development on our own or through future grants. B.D.)

Discussion:

courses must be accepted by a professor and his department before they are offered

the PNIC does not have the power to institute an Indian studies course at the higher education level

schools will accept courses only if they want them

chances of getting a PNIC developed course accepted could be minimal or even non-existent

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there are some professors who would be receptive to exploring possibilities of instituting course materials developed at this conference

strategy is important - some methods will work, others will not

emotional or patriotic overtones in courses are not acceptable to historians

few Indians have good enough credentials for this type of course development

rapidly turned-out or fadish courses should be avoided

one course that gets accepted in one school is a beginning

Betty reported that several people with considerable experience and expertise are available to assist in putting together materials for these conferences:

Dr. Robert Lamson - National Science Foundation
Helen Scheirbeck - Indian education - USOE
One or two others as recommended by Dr. Carnell,
  Richard Falknor, etc.

Discussion:

how would Washington, D.C. type personnel benefit a northwest operation?

there is an advantage in having people participate who have real knowledge to offer - connections and expertise

this could wind up being Betty's conference with no Indian participation

most important is that these conferences be as good as they can possibly be, THAT SOMETHING CAME OUT OF THEM - THAT SOMETHING WAS DIFFERENT

must avoid just looking good on the surface

Minutes of the Advisory Committee, April 30, 1971

(ed. These people are available to assist. Their involvement would work two ways - they bring tremendous background and experience at conferences and they are in a position to advise us on future directions in both our approach and future funding. They have been through such things as Bookings Institute, Rand and Hudson Institues, Wilton Park Conference, etc., and have analyzed this type of operation. B.D.)

Discussion on the investigation of Gonzaga University program:

PNIC could become a buffer for problems of programs other than its own

we should keep abreast of the kinds of problems that arise

look towards the development of programs such as counseling and teacher training to help solve such problems

elected officials are important in the process of obtaining grants - publicized dissention is a quick way to cut off congressional assistance

ability in the Spokane area to cooperate and evaluate its own Indian education programs and to correct its own mistakes should be strengthened

MSP, Ruth's salary is raised to $400 per month, and Paulette is put on full time at $350. (Both are secretaries)

Unanimous acceptance of Paul Melchert's recommendation that the minutes show what a good job our secretaries are doing. That not only are they prompt and efficient in their regular office routine, but are to be especially commended for their courteous offers to be of further help to members of the advisory committee.

Betty announced that she had accepted an appointment to the Fort Wright College Board of Trustees.

Meeting adjourned.

Appendix 13

PNIC FEDERAL PROJECT
Minutes of the Advisory Committee

May 7, 1971

The meeting was called to order by Betty Drumheller, acting director, at 4:30 p.m., South 11 Post. Those present were:

Betty Drumheller
Frank Ammann
George Mills
Sister Elizabeth Kunz
Dennis Jones
Paul Melchert
Paulette Morigeau

A packet of materials was given each member: (1) Minutes of April 30 meeting; (2) Copy of final plan of operation and budget as filed in Dr. Carnell's office; (3) Report on Betty's Washington trip; (4) List of material to be used in the federal project; (5) List of prospective pre-conference participants (drafted).

It was agreed to dispense with the reading of the minutes of April 30; however, these minutes were discussed.

Betty reported on her attendance at the third annual conference of Educators of Native American Descent, May 6-7-8, Eastern Washington State College, Cheney; co-sponsor Native American Scholars Northwest. The sessions included remarks by Dean Kennedy, Director of Development and Planning; Dean Marshall, Dean of Faculty; Cal Dupree, Director, Indian Education Program, Green River Community College; Jack Ridley, Department of Plant Sciences, University of Idaho; and Dr. Rupert Costo, San Francisco, President of the American Indian Historical Society.

Paul Melchert has most of the remarks by speakers on tape for our files. Some highlights of their remarks are as follows:

EWSC is committed to doing something in Indian education

EWSC is willing to bend its rules to accomplish the above task

Minutes of the Advisory Committee, May 7, 1971

EWSC has written general policy concerning Indian education

consumer is best judge of how an education program is working

not enough Indian input is given to Indian education programs

how is an Indian studies program instituted at a school?

EWSC is committed to Indian programs with or without federal help

(Ed. Jack Ridley in considerable detail outlined the general structure of colleges and universities with the regents, the administration, the faculty, the administrative and supporting services. He noted that the current trend in Indian programs tends to be just outside this general structure. Considerable effort must be made to make Indian programs an integral part of the whole agency. Ideas that occurred to me were that the PNIC could be instrumental in the developing the public relations to help this process along. B.D.)

The importance of getting the letters typed and mailed to pre-conference participants was stressed. There was discussion as to what percentage might accept the invitations. Our best guess is that 60 - 70% would accept on this three-week notice. The letters will go out prior to our next meeting.

The name of Thain White was contributed and will be noted for later contact.

There was discussion of Mr. Henry SiJohn, who is interested in getting a grant to put together Indian fold melodies. He will be organizing a group doing original Indian songs. It was agreed by the committee that this could have a great impact.

The list of pre-conference invitees was reviewed, and Betty directed to finalize it in order to get the letters out this coming week.

Minutes of the Advisory Committee, May 7, 1971

The letter to invitees was also reviewed. Betty was instructed to include a statement that she would telephone the invitees within ten days after their receipt of the letter. Phone calls will enable Betty to give more specific information and answer many questions as well as learn the individual's reaction to the program.

Pre-conference dates are June 4-5-6

Further discussion regarding conference agenda:

> we could at some time invite text book publishers to this or another conference
>
> Indian input must be included in this program
>
> teacher input should be included in this program
>
> members of the Native American Scholars Northwest have been included as participants
>
> special ed and vocational ed programs should be considered
>
> we need several people at the pre-conference charged with the task of keeping the conference moving toward its objectives

We will review the list of materials and discuss the pre-conference agenda at the next meeting, May 14, at 4:00 p.m.

Meeting adjourned.

Appendix 13

PNIC FEDERAL PROJECT
Advisory Committee

May 21, 1971

A meeting of the advisory committee was held on the above date.

The following were present:

Betty Drumheller
Agnes Goes-In-Center
Frank Ammann
Roger Harmon (EWSC)
George Mills
Paulette Morigeau
Neal Parsell (Project Assistant)
Madge Raya (student, Gonzaga)
Darlene McCarty (student, EWSC)

Formal motions passed:

Moved, Seconded, Passed - It was moved by Frank Ammann and seconded by George Mills that we shorten the minutes of the advisory committee to include only date of meeting, those in attendance and formal motions passed, with a brief remark that for anyone interested there will be a draft in the tile for further information - can write for a copy.

The above decision was made because of the many pressures of the pre-conference, June 4-5-6.

Next meeting: Wednesday, May 26, 3:00 p.m., S. 11 Post

Appendix 13

PNIC FEDERAL PROJECT
Advisory Committee

May 26, 1971

A meeting of the advisory committee was held on the above date.

The following were present:

Betty Drumheller
Roger Harman
Frank Ammann
Neal Parsell
Paulette Morigeau
Ben Taylor
George Mills
Agnes Goes-In-Center

Discussion was held on the following:

Betty has been making follow-up calls to the pre-conference invitees - the results thus far: 26 affirmatives, Indian participation is well over 60%

an outline was presented by Ben Taylor for the first day (counseling and guidance) of the pre-conference

memorandums (giving info to the pre-conference participants), and stenciled postcards (to be returned with arrival time,etc.) will go out to all participants this week

No formal action was taken on any item.

NEXT MEETING: June 4-5-6

Appendix 13

Letter Copy

The Pacific Northwest Indian Center
South 11 Post
Spokane, Washington 99204

August 10, 1970

Mrs. Joseph Drumheller
West 1315 - 20th Avenue
Spokane, Washington 99203

Dear Mrs. Drumheller:

This is to confirm your appointment as chairman of an ad hoc committee to make proposals and seek government contracts regarding Indian Center activities. Other members of the Committee are David Wynecoop and Oswald George.

Mrs. Lucy Covington's election to the Board of Trustees has been confirmed, effective August 17, 1970. Her membership on your committee will also be efective on that date.

Sincerely,

Hazel Beaulieu

cc: W.F. Schoenberg

Appendix 14

ATTENDANCE LIST TO ADVISORY COMMITTEE MEETINGS

The following persons have attended the meetings of the advisory committee on the dates indicated. These meetings have been two hours in length, and the value of the time contributed has been computed at $10 per hour per person. (This list was compiled from the minutes and the persons listed were those who attended regularly only.) Total value of this input is $1820.

Paul Melchert	February 5 February 12 February 22 February 26 March 5 March 12 March 19 March 23	April 2 April 9 April 16 April 18 April 30 May 7 May 14	15 Meetings - $300
Ben Taylor	February 5 February 12 February 22 March 5 March 12 March 19 March 23	April 2 April 16 April 18 April 30 May 14 May 26	13 Meetings - $260
Frank Ammann	February 5 February 12 February 22 February 26 March 5 March 12 March 23 April 2	April 9 April 16 April 30 May 7 May 14 May 21 May 26	15 Meetings - $300
John Ross	February 5 February 22 March 12 March 19		4 Meetings - $80
John Bowker	February 5 February 12 February 22 March 12 March 19 March 23 April 16		7 Meetings - $140

Appendix 14

ATTENDANCE LIST TO ADVISORY COMMITTEE MEETINGS

Father Connolly -	February 5 February 22 March 23 April 2		4 Meetings - $80
Bud Langan -	February 22 February 26 March 5 March 12 March 23	April 2 April 9 April 18 April 30	9 Meetings - $180
George Mills -	March 12 March 19 March 23 April 2 April 16 April 18	April 30 May 7 May 21 May 26	10 Meetings - $200
Sister Kunz -	April 9 April 30 May 7 May 14		4 Meetings - $80
Paulette Morigeau-	April 18 April 30 May 7 May 14 May 21 May 26		6 Meetings - $120
Agnes Goes-In-Center -	April 30 May 14 May 21 May 26		4 Meetings - $80

Appendix 15

PROCEDURES FOR THE OPERATION OF THE ADVISORY COMMITTEE

1. All members of the Advisory Committee will be given copies of the federal proposal.

2. Each member will become thoroughly acquainted with Format I: Summary on Page 8; Format II: Procedure on Pages 8, 9 & 10; and with Format IV: Timetable on Page 12. (Because the project was funded on the approximate 25% level for the first year, there will be some changes in Format III and other sections dealing with the conference.)

3. All business conducted by the Advisory Committee will take place with full committee at regularly scheduled meetings.

4. There will be a recorder-secretary at all meetings.

5. The majority opinion (51% of Advisory Committee members present and voting) will set the directions for action.

6. Each member of the Advisory Committee will be asked to submit names including background information on task force candidates.

7. Members of the Advisory Committee are exempted from candidacy for the task force. (This is an attempt to reach out and include people not already involved.)

8. The primary function, in the first quarter of the Institute of this committee, will be to select the task force. Regularly scheduled meetings are not foreseen once the task force has been formed and the director hired. However, they may be asked to meet at any time or if the need arises, call themselves into session.

9. Any unresolved problems or a deadlock in a vote will be resolved by the Board of Financial Directors of the PNIC.

10. There will be no quorum requirement at the regularly scheduled meetings. Those in attendance will have a voice in setting the policies.

Additional guidelines may be needed and can be proposed at any regularly scheduled meeting.

OVERVIEW

This report has been abstracted from stenographic transcriptions, charts and recordings made at the Pacific Northwest Indian Center pre-conference on Indian Education, held at Spokane on June 4, 5 and 6.

No attempt will be made here to furnish a complete narrative and transcription of the pre-conference proceedings. Instead, this memo will aim at summarizing decisions reached, and reviewing directions indicated for the main conference in August.

First, then, three of the most important areas of agreement:

1. Any so-called "Indian education" problem is a part of a general American education problem, unique but not wholly separate from everything else that is happening in American schools, both good and bad;

2. More - much more - input is needed from local Indians, both reservation and urban;

3. Pacific Northwest Indian Center can best function as a resource center to provide information for the development of curricula--to collect and distribute written material and to suggest formats for curriculum development--with the actual curriculum development and implementation to be done for the most part by the Indians themselves.

Some other major areas of discussion:

1. Textbooks - It was pointed out that several now exist which put Indians in a proper historical perspective. Lists of these books are available and will be secured for the main conference. Attempts will also be made to secure course content of various Indian studies programs across the country.

2. Availability of material in PNIC archives - The materials already developed are not available to all. Additional source materials that could be developed from PNIC archives include the following subject areas: languages, biographies, customs, legends, nutrition, art, music and agriculture.

3. Federal projects - Several participants commented that often Indian studies and similar programs are used to siphon money from the Federal Government by using the Indians- that plenty of Indian involvement is promised on paper which is not forthcoming, the money is then wasted and the Indians get the blame. Also, there are too many sudden cutoffs of programs.

4. Role of Gonzaga in PNIC education conferences - it was explained that PNIC by itself cannot receive Federal grant money; it must join with an accredited institution. The PNIC agreement with Gonzaga was completed before the recent controversy on the Gonzaga Indian program.

5. Leadership of PNIC - Admittedly, it is predominantly white. Everything is not fine; more direction is needed from Indian people themselves. These conferences are the first opportunity for really significant Indian input on the educational aspects of the PNIC program, what the materials in the collection will actually be used for - as apart from fund raising, completion of the building and other related activities of PNIC.

6. Educational "needs assessments" - Some have been done, and an effort will be made to collect some representative ones before the August conference.

7. Curriculum and teacher training - A discussion developed on which was more important. It was generally agreed that teacher training institutions must move away from traditional methods and that teacher training should take precedence over curriculum development; that parents and teachers must get together, that there must be community involvement - a commonality of things and actions important to the Indian community, as seen by the Indian community.

There was discussion on immediate needs of the kids - Is extensive training in Indian history really all that important in the short run; maybe the emphasis should be on training for skills, jobs. A very practical need exists for an interim Indian history at this time which would necessarily be less than perfect, to bolster kids until the true history is written. It was agreed that there is a definite need to collect all the information possible in this area. PNIC can help with this.

8. Guidance and counseling - Is it necessary?

The group tended to the view that such a function is legitimate, even if many present programs are clearly inadequate.

It was agreed that Indian counselors should be trained as fast as possible; everyone wants them. It was suggested by several participants that "counselor aides" and "paraprofessional" counselors who are Indian are also of tremendous value. There must be a means whereby every student's potential is know to him.

It was suggested that although in the long run there is only one guidance and counseling - as there is only one history - in the short run there are two, and that a constructive approach to the problem might be to establish two task forces; one to study similar problems in non-Indian guidance and counseling. The results, when formulated into one report, would be of real value to all educators. This suggestion was adopted by the group.

9. Indian input into PNIC education programs - In response to requests for written guarantees for significant Indian input into PNIC programs, a resolution to this effect was introduced for consideration by the Indian members of the group. After discussion, the resolution was tabled until the August conference.

10. There was considerable discussion of means for Indians themselves to force changes in institutions -- i.e., the white middle class power structure. Among the specific questions were: how to get paraprofessional counselors accepted in institutional road blocks be overcome? Why are programs stopped?

The August Conference:

1. Scheduled for August 6-7-8. Food service during August may be available only at Gonzaga.

2. Priorities: full representation of local Indians, both reservation and urban; and concentration on attainable goals.

3. As suggested at the pre-conference, two task forces-one white and one Indian-will examine problems in guidance, and counseling and teacher training, and will report to the full conference.

4. In line with the expressed desire of the pre-conference, discussions of curriculum will be divided into two parts:

(a) how to get appropriate curricula into schools; and how PNIC can help with this.

(b) use of archival material collected by PNIC.

Appendix 17

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

Plan of Operation, Budget Explanations, and Payment Schedule
(Title V-E, P.L. 90-35)

Name and Address of Institution (Include Zip Code):

Gonzaga University, 502 E. Boone, Spokane, Wa. 99202
in cooperation with Pacific Northwest Indian Center,
South 11 Post, 99204

Grant # 87NIH883502

Project # 713593

Name of Program:

Indian Education Training Institute

Name of person directing program:

Betty Drumheller
Telephone # Area Code 509 747-3021

The complete and final plan of operation, to be supported by the budget explained in these forms, should be indicated below in outline form.

Review and Summary - Phase I

1. Advisory board met once a week from 5 February until the pre-conference.

2. The pre-conference planning session was held June 4-5-6. Twenty Indian educators and seven non-Indian educators were present.

It was generally agreed:

(1) Any so-called "Indian Education" problem is a part of a general American education problem.

(2) Much more input is needed from Local Indian, both reservation and urban.

(3) Pacific Northwest Indian Center can best function as a resource center to provide information for the development of curricula - to collect and distribute written material and to suggest formats for curriculum development - with the actual curriculum development and implementation to be done for the most part by the Indians themselves.

Revised Plan of Operation - Phase II

1. Conference (institute) scheduled for August 6-7-8.

2. As suggested at the pre-conference, two task forces - one white and one Indian - will examine problems in guidance, counseling and teacher training, and will report to the full conference.

3. In line with the expressed desire of the pre-conference, discussions of curriculum will be divided into two parts;

   (a) how to get appropriate curricula into schools; and how PNIC can help with this.

   (b) use of archival material collected by PNIC.

This plan will ensure that the goals and purpose of the Indian Education Training Institute are fulfilled.

Letter Copy

July 1, 1971

Our Reference: EHE-DCS

Mr. Larry Miller
Treasurer
Gonzaga University
Spokane, Washington 99202

Dear Mr. Miller:

We return herewith an approved copy of the Plan of Operation and Budget Explanations for the "Indian Education Training Institute" which is being funded under Title V-E, Education Professions Development Act, P.L. 90-35.

Best wishes.

Sincerely Yours,

Charles S. Adamo
Grants Management Specialist
Division of College Support

cc: Miss Betty Drumheller

Enclosures

CSADAMO/gmj

Appendix 18

INDIAN EDUCATION TRAINING INSTITUTE

INFORMATION

The Pacific Northwest Indian Center is funded in a cooperative grant with Gonzaga University for an Indian Education Training Institute.

Essentially, we are bringing educational institutions together with Indian students and parents for a mid-summer conference. There will be about 100 participants.

A fifteen-member task force will determine the conference agenda and the participants. The focus is regional in the four northwest states; however, a wider area may be included as determined by the task force.

We will learn the scope and location of existing education programs, discover unmet needs and develop programs to meet these unmet needs.

The PNIC views this institute as a preliminary step in forming a comprehensive plan for the development of its vast resources materials to be made available on the completion of the Center. I am enclosing a brochure which describes the Center and its goals.

Realizing that many problems faced in Indian education are common to all working this field, we will provide a means for communicating the successes and failures of different programs in this area. We will be looking forward to cooperative use of materials and resources in a unified effort in developing Indian education and Indian studies programs.

We appreciate your inquires and will be happy to answer any additional questions you may have about this program as it progresses.

Sincerely,

The Federal Project Advisory Committee

Appendix 18

Letter Copy

The Pacific Northwest Indian Center
South 11 Post
Spokane, Washington 99204

May 11, 1971

Dear Participant:

The Pacific Northwest Indian Center was incorporated late in 1965. Its purpose is to be:

(1) a repository for information on Indian cultures;
(2) a living museum and library facility;
(3) an active art center; and
(4) a vital force for the research and development of Indian education programs.

There have been a number of activities which have been addressed to the implementation of the first three items. Among these were a community-wide campaign to raise the funds to complete the buildings, which was instituted in 1970, and a major art auction, which was held early in 1971.

At the same time these functions were taking place, an education committee was formed for the purpose of determing possible directions to implement the education item.

The direct result of the work of this committee is an education grant from the Department of Health, Education and Welfare in the amount of $60,000. These are funds to be used for the Indian Education Training Institute.

You will notice in the attached narrative of this project that an advisory committee was to be formed. The committee held its first meeting in February 1971. I am project Coordinator, and am acting as the director for this project. The format will be:

(1) a pre-conference in June and a general conference in August, designed to produce research curriculum materials on Indians, for the education of Indian and non-Indian students;

(2) a method through which we can answer the many requests for educational materials by teachers at all levels; and

(3) a vehicle by which existing programs and materials can be utilized and more usefully shared.

We feel that the time for getting materials available is crucial and therefore limited. We expect the conference to produce something positive.

You are among approximately twenty-five people being asked to serve as a member of the task force and at the pre-conference. The pre-conference will be charged with planning the major conference. Because of your special expertise in this field, I sincerely hope you can fit this program into your schedule.

Pre-conference dates - June 4-5-6
(Agenda, times and place will be advised.)

Conference dates - first week in August.

I am enclosing a list of the others being asked to serve with you to help make this program a success. This list includes people from the National Science Foundation, the U.S. Department of Education and others whose consultant experience would be invaluable to this Institute.

Remuneration for your participation will be as follows: ten cents a mile for travel or actual air fare (tourist) will be paid; room and board and $15 per day stipend will be furnished. Those who accept the responsibility for the development of instructional materials will be additionally reimbursed on a basis of $50 per day minimum.

I will telephone you during the next ten days for your response regarding this program.

Sincerely,

Betty Drumheller
Project Coordinator

BD:rr

Encs.

Appendix 18

Night letter sent to all participants May 21, 1971

THE PACIFIC NORTHWEST INDIAN CENTER CONFERENCE LOOKS TO ME TO BE ONE OF THE BEST OPPORTUNITIES BEING PLANNED THIS SUMMER TO MAKE SOME POSITIVE PROGRESS IN CURRICULUM DEVELOPMENT AND GUIDANCE. ALTHOUGH MEMBERSHIP IN THE PACIFIC NORTHWEST INDIAN CENTER COMMITTEES AND BOARDS IS BI-CULTURAL, YOU SHOULD KNOW THAT THERE ARE SEVENTEEN INDIAN PEOPLE INVOLVED. THIS IS A REAL CHANCE FOR INDIAN PEOPLE TO LEARN MORE ABOUT THIS PROGRAM AND SHARE IN THE INPUT FOR THE ESTABLISHMENT OF PRECEDENCE THAT WILL FORM PACIFIC NORTHWEST INDIAN CENTER EDUCATIONAL PROCESSES. I PLAN TO ATTEND AND HOPE TO SEE YOU THERE.

WITH KINDEST REGARDS,

DAVE WYNECOOP

Letter Copy

INDIAN EDUCATION INSTITUTE
Pacific Northwest Indian Center
Pre-conference June 4-5-6

May 28, 1971

Dear Conference Participants:

We're delighted that you plan to attend the Pacific Northwest Indian Center Conference on Indian Education, and look forward to seeing you.

Our agenda isn't yet in final form, but we wanted to mail this letter to you before the Memorial Day Holiday. The major part of the first day will be spent discussing subjects relating to student counseling and guidance. Saturday we will talk about Indian Studies, their strengths and weaknesses, and ways to integrate new subject matter into school curricula. Sunday morning we will concentrate on matters directly related to the August conference such as agenda, participants and materials. The session should wind up early Sunday afternoon.

For those of you not familiar with the Gonzaga campus, a map is enclosed which shows the location of the buildings we will be using. St. Catherine and St. Monica halls will be open after 6:00 p.m. on Thursday evening, June 3, for anyone who wants to come in then.

The conference itself will get underway at 10:00 a.m. on Friday, with the major part of the day's activity scheduled after lunch.

As indicated earlier, your travel will be paid; and room and board will be furnished. In addition, you will be given a stipend of $15 per day.

Full information and registration materials will be provided when you arrive. If you have any questions before departing, please call us at 509 RI7-3021.

Sincerely,

Betty Drumheller
Project Coordinator
BD:rr
Encs.

Appendix 18

Letter Copy

The Pacific Northwest Indian Center
South 11 Post
Spokane, Washington 99204

July 1, 1971

Dear Participant:

I'm sorry to be late getting this letter to you, and can offer only the standard apology: busy, busy...

Everything seems to be shaping up well for our August meeting. Leaders of both task forces on guidance, counseling and teacher training are at work. Father Schoenberg will be present to discuss in depth the use of PNIC's archival material. And, I've started on the curriculum materials along the lines laid down at the pre-conference.

Right now, it looks as if we will have to meet again at Gonzaga: food service may not be available anywhere else. The local American Indian Community Center has kindly offered us the use of their building for some of the sessions. As for finances, our revised budget would provide travel, per diem and room and board for everyone.

I'm sending along three enclosures. One is a memo/report on the pre-conference, in which we attempted to summarize the discussions and directions given. The transcript of the charts may be helpful to you as you arrange your notes, and the list of participants may be useful as a reference.

Of course, I'll be back in touch as things develop further. I'm hoping that you've already marked August 5, 6, 7 and 8 on your calendar.

Yours sincerely,

Betty Drumheller
Project Coordinator

BD:rr

Encs.

Appendix 18

Letter Copy

The Pacific Northwest Indian Center
South 11 Post
RI7-3021
Spokane, Wa. 99204

July 21, 1971

This letter is a reminder for our conference starting the evening of August 5, and ending the afternoon of August 8.

We will be using Dooley Hall on the Gonzaga campus. Meals will be served in the Student Union (COG), and most work sessions will be scheduled for the auditorium of the Administration Building.

Since ours will be the only group on campus at the time, costs are going to be slightly higher. This means $12.50 will have to be deducted from the $25 per diem for room and board. As before, mileage will be reimbursed, as will actual air fare, tourist class.

Dooley Hall will be open at 6 p.m. on Thursday, August 5, and the registration desk will be manned. Snacks will be available.

Time won't permit personal phone calls to each of you, so please be sure to return the enclosed postcard. If you have any questions, please call either Neal Parsell or me at RI 7-3021.

Sincerely,

Betty Drumheller
Project Coordinator

BD:rr

Encs.

Appendix 18

Letter Copy

The Pacific Northwest Indian Center
South 11 Post
Spokane, Washington 99204

July 21, 1971

Dear Board Member:

I hope that you have had a chance to review the budget and the results of our sessions in June in the pre-conference "overview".

Task groups are in operation and interviews and research are underway. The progress is excellent and on schedule which should produce a most successful conference.

Please consider this as your personal invitation to attend any or all sessions which will be conducted at Gonzaga University.

August 5	Registration - Dooley Hall
August 6/7	8:30 a.m. to 11:30 a.m. Lunch COG 12 to 12:30 1:30 pm to 4:30 p.m. Dinner 5:15 to 5:45 (Banquet Aug. 7 - from 6 to 7 COG)
August 8	Brunch COG 10 to 11

Conference ends in afternoon

Most conference sessions will take place in room AD 101. (This is the auditorium in the Administration Building.) Other possible workshop rooms will also be in the administration building.

If you plan to attend, please notify the office (RI 7-3021) by Friday, July 30.

Respectfully,

Betty Drumheller
Project Coordinator

Appendix 18

Letter Copy

The Pacific Northwest Indian Center
South 11 Post
Spokane, Washington 99204

July 28, 1971

Dear Participant:

During my visit to your tribal council recently, an invitation was extended to you to attend the Indian Education Institute being held at Gonzaga University, Spokane, Washington, on August 5, 6, 7 and 8.

As mentioned before, remuneration for your participation will be as follows: ten cents a mile for travel or actual air fare (tourist) will be paid; room and board and $12.50 per day stipend will be furnished.

We will be using Dooley Hall on the Gonzaga campus. Meals will be served in the Student Union (COG), and most work sessions will be scheduled for the auditorium of the Administration Building. Dooley Hall will be open at 6 p.m. on Thursday, August 5, and the registration desk will be manned. Full information and registration materials will be provided when you arrive.

Our attempt is to gain participation from as many Indian people as possible - tribal, educational representatives and administrators - to insure that guidelines for Indian education developed at the conference are truly representative.

I am enclosing a copy of the "Overview" of the pre-conference held June 4, 5 and 6, a map of the Gonzaga campus, and a postcard to be returned to us with your arrival time and pertinent information. If you have any questions, please call me at RI 7-3021.

Best regards,

Henry J. SiJohn
Director of Indian Research

Encs.

Appendix 18

Letter Copy

The Pacific Northwest Indian Center
South 11 Post
Spokane, Washington 99204

July 29, 1971

Dear Participant:

As you perhaps know, the Pacific Northwest Indian Center is attempting this summer to establish better communications with local and regional Indian leaders on the role of PNIC and possible uses of PNIC archival materials.

A preliminary meeting along these lines was held early in June, and another is scheduled for the first weekend in August. An overview summary of the June session is enclosed, which includes the directions laid down for the main conference.

You'll notice that one of the directions given by Indian educators in June was to secure more local Indian participation. We're determined to do that, and would like you to participate in the main conference the weekend of August 6, 7 and 8.

Since PNIC had to go through an accredited school to get federal money for this project, financial administration and meeting facilities are being furnished by Gonzaga University. That is the extent of their participation. A registration desk will be in operation at Dooley Hall on the Gonzaga campus starting the evening of August 5. Most work sessions are scheduled for the auditorium of the Administration Building.

The agenda, in rough form, is as follows: first day, guidance, counseling and teacher training; second day, discussions of curriculum development and the role of PNIC; third day, a short session summarizing what has been accomplished.

I hope you can attend some if not all of the sessions.

Sincerely,

Betty Drumheller
Project Coordinator